



**Marble Falls ISD
Regular Meeting**

**Monday, October 17, 2011
6:00 PM**

AGENDA OF REGULAR MEETING
MARBLE FALLS INDEPENDENT SCHOOL DISTRICT
BOARD OF TRUSTEES
MONDAY, OCTOBER 17, 2011 – 6:00 PM
Marble Falls ISD Central Office Community Room - 1800 Colt Circle

Notice is hereby given that on October 17, 2011, the Board of Trustees of the Marble Falls Independent School District will hold a Regular meeting at 6:00 PM, at the Marble Falls ISD Central Office Community Room - 1800 Colt Circle.

The subjects to be discussed or considered, or upon which any formal action may be taken are listed below. Items do not have to be taken in the order shown on this meeting notice. The Board will consider and may act on the “Consent Agenda” with one vote. Any Trustee may request the removal of an item from the “Consent Agenda” for individual consideration and action.

1. Call to Order
Presenter: Rick Edwards, President
2. Roll Call
Presenter: Rick Edwards
3. Invocation
Presenter: Craig Mabray
4. Pledge to the Flags
Presenter: Rick Edwards
5. Public Hearing Regarding the Financial Integrity Rating System of Texas Rating 4
(FIRST)
Presenter: Allen Roberts
6. Spotlight on Excellence
Presenter: Rob O'Connor
 - A. Marble Falls Elementary Students
Presenter: Andy Reddock
7. Open Forum
8. Consent Agenda
 - A. Review and Approval of Minutes 31
 - B. Review of Financial Reports 34
 - C. Approval of Maximum Class-Size Waiver 49
 - D. Approval of Resolution to Suspend Portions of Policy EIE Local for the 2011-12 School Year 50
 - E. Approval of Concussion Oversight Team 53
 - F. Approval of Revision to Policy BE Local 76
9. Action Items
 - A. Discussion and Possible Approval of Out of State Trip for MFHS Band 78
Presenter: Brad Behrens
 - B. Discussion and Possible Approval of Marble Falls High School Improvement Plan 81
Presenter: Eric Penrod/Amy Jacobs
 - C. Discussion and Possible Approval of District Improvement Plan 84
Presenter: Amy Jacobs
10. Superintendent's Report
 - A. Business Office Report

- Presenter: Allen Roberts/Lisa LeMon
- B. Special Education Department Report 107
Presenter: Susan Maughan
- C. Technology Department Report
Presenter: Kevin Wier
11. Executive Session - Tex. Gov't Code §551.074
Presenter: Rob O'Connor
- A. Discussion Board/Superintendent Goals
- B. Personnel Matters 130
12. Discussion and Possible Approval of Action Arising from Executive Session
Presenter: Rob O'Connor
- A. Approval of Professional Contracts
13. Adjourn

If during the course of the meeting, discussion of any item on the agenda should be held in a closed meeting, the board will conduct a closed meeting in accordance with the Texas Open Meetings Act, Texas Govt. Code, Chapter 551, Subchapters D and E. Before any closed meeting is convened, the presiding officer will publicly identify the section or sections of the Act authorizing the closed meeting. All final votes, actions, or decisions will be taken in open meeting.

FOR THE BOARD OF TRUSTEES
MARBLE FALLS INDEPENDENT SCHOOL

Rob O'Connor, Superintendent of Schools

**Financial Integrity Rating System of
Texas
2009 – 2010
Marble Falls ISD**

2011 Schools FIRST Report to Community

October 17, 2011

Financial Integrity Rating System of Texas 2009 – 2010 Marble Falls ISD

■ Schools FIRST

Developed by Texas Education Agency in response to Senate Bill 218 of the 77th Legislature.

Goal is to achieve quality performance in the management of districts' financial resources

Districts are rated according to defined indicators.

Financial Integrity Rating System of Texas 2009 – 2010 Marble Falls ISD

■ Scoring System

Superior Achievement	72-80 and "Yes" to Indicator 7
Above Std Achievement	64-71 or ≥ 72 and "No" to Ind 7
Standard Achievement	56 - 63
Substandard Achievement	< 56 or "No" to One Default Ind

Financial Integrity Rating System of Texas 2009 – 2010 Marble Falls ISD

■ Ratings Worksheet

22 indicators addressing such areas as:

Audit and governance disclosures

Cash and investments

Academic Ratings

Fund balances

Instructional effort

Administrative costs

Staffing levels

**Financial Integrity Rating System of Texas
2009 – 2010
Marble Falls ISD**

■ **Indicator #1**

Was the total fund balance less reserved fund balance greater than zero in the general fund?

Fund Balance at 8/31/2010

\$7,391,161

SCORE - PASSED

Financial Integrity Rating System of Texas 2009 – 2010 Marble Falls ISD

■ Indicator #2

Was the Total Unrestricted Net Asset Balance (Net of Accretion of Interest on Capital Appreciation Bonds) in the Gov Activities Column in then Statement of Net Assts Greater than zero? (If the District's 5 Year change in Student was 10% or more).

Aug 31, 2010 Unrestricted Net Asset Balance	\$ 9,296,500
Aug 31, 2010 Net Accretion	\$ 6,803,340

SCORE - PASSED

Financial Integrity Rating System of Texas 2009 – 2010 Marble Falls ISD

■ Indicator #3

Were there no disclosures in the annual financial report and/or other sources of information concerning default on bonded indebtedness obligations?

Indicates MFISD's ability to pay its debt obligations. MFISD has never defaulted on debt service payments.

SCORE - PASSED

**Financial Integrity Rating System of Texas
2009 – 2010
Marble Falls ISD**

■ **Indicator #4**

Was the Annual Financial Report filed within one month after January 28th deadline?

The 2010 – 2011 Annual Financial Report was submitted on January 26, 2011.

SCORE - PASSED

Financial Integrity Rating System of Texas 2009 – 2010 Marble Falls ISD

■ Indicator #5

Was there an unqualified opinion in the Annual Financial Report?

A “qualification” on the Annual Financial Report means that corrections to reporting or financial controls are needed. Therefore the goal is to receive an “unqualified opinion” on the Annual Financial Report. Marble Falls I.S.D. did receive a “clean audit” (unqualified opinion) in the 2009-2010 audit.

SCORE - PASSED

Financial Integrity Rating System of Texas 2009 – 2010 Marble Falls ISD

■ Indicator #6

Did the Annual Financial Report not disclose any instance(s) of Material Weaknesses in Internal Controls?

A clean audit of the Annual Financial Report would state that MFISD has no material weaknesses in internal controls. Any internal weaknesses create a risk of MFISD not being able to properly account for its use of public funds, and should be immediately addressed.

SCORE - PASSED

**Financial Integrity Rating System of Texas
2009 – 2010
Marble Falls ISD**

■ **Indicator #7**

**Did the Districts Academic Rating
Exceed Academically Unacceptable?**

The District's Rating for 2009 – 2010 was Academically
Recognized.

Score 5 out of 5

Financial Integrity Rating System of Texas 2009 – 2010 Marble Falls ISD

■ Indicator #8

Was the Three-Year Average percent of total tax collections (including delinquent) greater than 98%?

District's Three Year Avg: 99.12%
(Including Delinquents)

Score 5 out of 5

Financial Integrity Rating System of Texas 2009 – 2010 Marble Falls ISD

■ Indicator #9

Did the comparisons of PEIMS data to like information in the annual financial report result in an aggregate variance of less than 3% of expenditures per fund type?

Sum of Differences:	\$544
Total Expenditures per Fund Type:	\$54,057,494

Score 5 out of 5

Financial Integrity Rating System of Texas 2009 – 2010 Marble Falls ISD

■ Indicator #10

Were debt related expenditures less than \$350 per student? If the District's five-year percent change in students = Or > 7%, or if property taxes collected per penny of tax effort > \$200,000 per student.

District's Five-Year Change in Students:	2.38%
Prop. Taxes per \$.01 of Tax Effort:	\$280,654
Fct. 71 Expend./Number of Students:	\$1,659

Score 5 out of 5

**Financial Integrity Rating System of Texas
2009 – 2010
Marble Falls ISD**

■ **Indicator #11**

Was there no disclosure in the annual audit report of material noncompliance?

Passed – no disclosure of material noncompliance

Score 5 out of 5

**Financial Integrity Rating System of Texas
2009 – 2010
Marble Falls ISD**

■ **Indicator #12**

Did the District have full accreditation status in relation to financial management practices?

Passed – no TEA monitor assigned

Score 5 out of 5

Financial Integrity Rating System of Texas 2009 – 2010 Marble Falls ISD

■ Indicator #13

Was the aggregate of budgeted expenditures and other uses less than the aggregate of total revenues, other resources and fund balance in General Fund?

Budgeted Revenues/Sources:	\$37,312,536
Fund Balance	<u>\$ 9,325,750</u>
Total	\$46,638,286
Budgeted Expenditures	\$38,048,988

Score 5 out of 5

**Financial Integrity Rating System of Texas
2009 – 2010
Marble Falls ISD**

■ **Indicator #14**

If the District's aggregate fund balance in the general fund and capital projects fund was less than zero, were construction projects adequately financed?

Fund Balance in General Fund and Capital Projects Fund as of
Aug 31, 2010 \$11,021,280 > \$0.00

Score 5 out of 5

Financial Integrity Rating System of Texas 2009 – 2010 Marble Falls ISD

■ Indicator #15

Was the ratio of cash and investments to deferred revenues in the general fund equal to or greater than 1:1?

Cash and Investments:	\$8,211,019
Deferred Revenues:	\$2,890,016
Ratio:	11 : 1

Score 5 out of 5

Financial Integrity Rating System of Texas 2009 – 2010 Marble Falls ISD

■ Indicator #16

Was the administrative cost ratio less than the threshold ratio?

Acceptable Administrative Cost Ratio: .1401

MFISD Administrative Cost Ratio: .0805

Score 5 out of 5

Financial Integrity Rating System of Texas 2009 – 2010 Marble Falls ISD

■ Indicator #17

Was the ratio of students to teachers within the acceptable ranges for a district your size?

Acceptable ratio

(Dist Enrollment 1000-4999): 11.5 - 22

MFISD ratio of students to teachers: 12.92489

Number of Students 4,003

Current teachers FTE: 309.7125

Score 5 out of 5

Financial Integrity Rating System of Texas 2009 – 2010 Marble Falls ISD

■ Indicator #18

Was the ratio of students to total staff within the acceptable ranges for a district your size?

Acceptable ratio

(Dist Enrollment 1000-4999):

6.3 - 14

MFISD ratio of students to staff:

6.1262

Number of Students

4,003

Current Staff FTE:

653.4237

Score 4 out of 5

Financial Integrity Rating System of Texas 2009 – 2010 Marble Falls ISD

■ Indicator #19

Was the total fund balance in the General Fund more than 50% and less than 150% of optimum according to the fund balance and cash flow calculation worksheet in the annual financial report?

Optimum Fund Balance:	\$ 8,150,783
50% of Optimum Fund Balance:	\$ 4,075,391.50
MFISD Fund Balance @ 8/31/09:	\$ 7,391,161
150% of Optimum Fund Balance:	\$12,226,246.50

Score 5 out of 5

**Financial Integrity Rating System of Texas
2009 – 2010
Marble Falls ISD**

■ **Indicator #20**

Was the total revenues in General Fund greater than the Operating Expenditures in the general fund?

MFISD total revenues in General Fund of \$35,943,934 exceeded the Operating Expenditures of \$33,670,572 in General Fund by \$2,273,362.

Score 5 out of 5

**Financial Integrity Rating System of Texas
2009 – 2010
Marble Falls ISD**

■ **Indicator #21**

Was the aggregate total of cash and investments in the General Fund more than \$0?

Cash and Invest Bal. @ 8/31/10: \$8,211,019

Score 5 out of 5

Financial Integrity Rating System of Texas 2009 – 2010 Marble Falls ISD

■ Indicator #22

Were investment earnings in all funds more than \$20 per student?

MFISD Investment Earnings:	\$ 70,228
Number of Students:	4,003
Earnings per student:	\$ 17.54

Score 2 out of 5

**Financial Integrity Rating System of Texas
2009 – 2010
Marble Falls ISD**

- Total Score for Marble Falls ISD: 76
- Superior Achievement Score: 72 - 80

Marble Falls Independent School District
Board Meeting Minutes
September 19, 2011

Rick Edwards, President, called the regular meeting to order at 6:00 p.m. at the Marble Falls ISD Administration Building. A quorum was present; notice of this meeting was posted in accordance with the Texas Open Meetings Act, Texas Government Code Chapter 551.

Board Members Present: Tommy Chaney, Kelly Fox, Rick Edwards, Mike Savage and Karl Westerman. Kevin Naumann arrived at 6:20 p.m.

Board Members Absent: Craig Mabray was absent.

Administrators Present: Dr. Rob O'Connor, Superintendent, Allen Roberts, Amy Jacobs, Leslie Baty, Mary Davidson, John Schumacher, Andy Reddock, Eric Penrod, Susan Maughan, Peggy Little, George Hamilton, Keith Powell, and Michael Pittard

Members of the Press: Daniel Clifton, *The River Cities Tribune*

Public Hearing

At 6:08 p.m. Rick Edwards opened the public hearing regarding the Optional Flexible School Day Program application. Peggy Little reviewed the application process and explained that the program concentrates on the at-risk population that is unable to meet the regular attendance criteria. Students are required to spend no less than 45 minutes at the campus on their designated days and may be counted in attendance for funding purposes. No patrons asked to be heard. Mr. Edwards closed the hearing at 6:11 p.m.

Spotlight on Excellence

The Transition Program students, Mustang Special Olympians, who participated in the 2011 Special Olympics were recognized for their recent achievements at Area and State Competitions.

Kevin Naumann arrived at 6:20 p.m.

Open Forum:

Kevin Naumann, Board member, gave a public statement of thanks to the district and the community for their support and out pouring of love to the victims of the recent wildfires.

Consent Agenda

Upon a motion by Karl Westerman, second by Kelly Fox, the Board approved the following items from the consent agenda:

- Minutes from previous meeting
Special – August 9, 2011
Regular – August 22, 2011

- Financial Report as of August 2011
- Optional Flexible School Day Program Application
- Resolution designating the Burnet County 4-H organization as an extra-curricular activity and granting County Extension Agents adjunct faculty status
- Tax refund request for taxes paid in error to MetLife Home Loans in the amount of \$6533.45; requested by homeowner, Carol Rhodes, who had been granted a deferral
- AT&T lease amendment for property being 5625 square feet including air space located at 306 Industrial Blvd., Marble Falls, TX, for wireless tower.

For: 6 Against: 0 Absent: 1

Budget Amendments

Upon a motion by Kelly Fox, second by Karl Westerman, the Board approved the budget amendments as recommended by Accounting Supervisor, Lisa LeMon.

For: 6 Against: 0 Absent: 1

Action Items

MFHS Choir Trip

Upon a motion by Kevin Naumann, second by Tommy Chaney, the Board approved an out-of-state trip for the Marble Falls High School Choir to Boston during Spring Break 2012.

For: 6 Against: 0 Absent: 1

Burnet Central Appraisal District Board of Directors

The Board took no action on the resolution to nominate candidates for a position on the Burnet Central Appraisal District Board.

Campus Improvement Plans

Principals from each of the campuses reviewed their respective improvement plans for the 2011-2012 school year. Upon a motion by Kelly Fox, second by Tommy Chaney, the Board approved the campus improvement plans for the 2011-2012 school year.

For: 6 Against: 0 Absent: 1

Superintendent's Report

Academic Accountability Monitoring Update

Amy Jacobs, Assistant Superintendent of Academics, presented an update on the district's progress/responsibilities regarding the academic accountability monitoring.

Strategic Plan Update

Amy Jacobs presented a review of the strategic plan indicating the completed progress of each strategy during the first year, as well as the plans to be implemented during year two.

Food Service Department Report

Mary Davidson, Food Service Director, presented a monthly comparison of expenditures and meals served and reported on the current promotion of “Name Your Cafeteria Contest.”

Transportation Department Report

George Hamilton, Director of Transportation, reviewed the changes that have taken place in the department due to the revisions to the bell schedule and the estimated savings that the district will realize as a result.

Legislative Update Workshop

This item was tabled due to time constraints.

Quarterly Investment Report

Allen Roberts, Assistant Superintendent for Operations, presented the quarterly investment report as of August 2011 noting the interest earned in the amount of \$23,760.06 and a cash balance of \$11,579,240.16.

Executive Session

At 9:11 p.m. the Board adjourned into executive session to discuss personnel issues (Gov’t Code 551.074). The Board reconvened into open session at 10:25 p.m.

Upon a motion by Kelly Fox, second by Kevin Naumann, the board approved the professional employment on a one year probationary contract/226 days of Dr. Janice Mauldin and a one year probationary contract/187 days for Dee Sens.

For: 6

Against: 0

Absent: 1

The Board was informed of the resignation of Debi Shell, Speech Therapist, effective September 9, 2011.

The Board was informed of the resignation of the following paraprofessionals:

- Dodie Lemley, ISS aide at Marble Falls Middle School effective 8/26/11,
- Remigia Reyes, Instructional aide at Highland Lakes Elementary effective 9/2/11,
- Leta Stevenson, Instruction aide at Marble Falls Elementary effective 8/13/11.

Adjournment:

Hearing no objection the Board adjourned at 10:26 p.m.

Approved:

Rick Edwards, President

Craig Mabray, Secretary

Marble Falls ISD

Statement of Revenues and Expenditures - General Fund

As of September 30, 2011

8% Of Fiscal Year

REVENUES	CURRENT YEAR				% OF BUDGET	PRIOR YEAR		
	BUDGET	YTD ACTIVITY	BALANCE			BUDGET	YTD ACTIVITY	% OF FINAL BUDGET
5710 LOCAL TAX REVENUES	\$29,990,749	\$33,644	\$29,957,105		0.11%	\$30,044,700	\$172,232	0.57%
57XX OTHER LOCAL REVENUES	\$412,100	\$19,245	\$392,855		4.67%	\$468,500	\$63,347	13.52%
58XX STATE PROG. REVENUES	\$7,640,504	\$2,022,634	\$5,617,870		26.47%	\$5,573,472	\$2,348,613	42.14%
5900 FEDERAL REVENUE	\$210,000	\$ 30,931	\$179,069		14.73%	\$216,540	\$-	0.00%
TOTAL REVENUE	\$ 38,253,353	\$ 2,106,454	\$36,146,899		5.51%	\$36,303,212	\$2,584,192	7.12%

EXPENDITURES

11 INSTRUCTION	\$ 18,262,525	\$ 1,596,226	\$ 16,666,299.30		8.74%	\$ 17,548,592	\$ 445,494	2.54%
12 LIBRARY	\$ 481,185	\$ 54,677	\$ 426,508.40		11.36%	\$ 523,583	\$ 41,129	7.86%
13 STAFF DEVELOPMENT	\$ 157,828	\$ 17,615	\$ 140,213.43		11.16%	\$ 164,790	\$ 10,163	6.17%
21 INST ADMINISTRATION	\$ 594,595	\$ 55,868	\$ 538,726.60		9.40%	\$ 755,498	\$ 55,348	7.33%
23 SCHOOL ADMINISTRATION	\$ 2,177,416	\$ 196,564	\$ 1,980,851.88		9.03%	\$ 2,075,618	\$ 137,500	6.62%
31 GUID AND COUNSELING	\$ 1,104,464	\$ 100,136	\$ 1,004,328.40		9.07%	\$ 1,082,634	\$ 57,018	5.27%
33 HEALTH SERVICES	\$ 391,701	\$ 31,865	\$ 359,835.63		8.14%	\$ 394,333	\$ 17,791	4.51%
34 PUPIL TRANSP - REGULAR	\$ 1,222,029	\$ 245,785	\$ 976,244.08		20.11%	\$ 1,596,562	\$ 117,533	7.36%
36 CO-CURRICULAR ACT	\$ 1,332,452	\$ 180,067	\$ 1,152,385.12		13.51%	\$ 1,365,985	\$ 92,877	6.80%
41 GEN ADMINISTRATION	\$ 1,129,880	\$ 176,920	\$ 952,960.30		15.66%	\$ 1,069,406	\$ 89,980	8.41%
51 PLANT MAINT & OPERATION	\$ 4,199,618	\$ 559,708	\$ 3,639,909.53		13.33%	\$ 5,099,013	\$ 319,270	6.26%
52 SECURITY & MONITORING	\$ 83,082	\$ 4,278	\$ 78,804.15		5.15%	\$ 80,465	\$ 305	0.38%
53 DATA PROCESSING	\$ 857,053	\$ 177,507	\$ 679,546.05		20.71%	\$ 1,151,814	\$ 58,567	5.08%
61 COMMUNITY SERVICES	\$ 53,341	\$ 2,640	\$ 50,701.20		4.95%	\$ 228,203	\$ 5,659	2.48%
81 FACILITIES ACQ & CONST	\$ -	\$ -	\$ -		0.00%	\$ -	\$ -	0.00%
91 STUDENT ATTENDANCE CR	\$ 5,567,564	\$ -	\$ 5,567,564.00		0.00%	\$ 2,861,005	\$ -	0.00%
99 PURCHASES & CONT SRVS	\$ 667,570	\$ 166,007	\$ 501,562.54		24.87%	\$ 677,500	\$ 157,406	23.23%
TOTAL EXPENDITURES	\$ 38,282,303	\$ 3,565,862	\$ 34,716,441		9.31%	\$ 36,675,001	\$ 1,606,040	4.38%

7000 Other Sources	\$-					Other Sources	\$-
8000 Other Uses	\$-					Other Uses	\$-

1200 EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	\$ (1,459,408)		EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES - FY 2009-2010			\$ 978,152
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3000 BEG FUND BAL 9/1/10 \$ 7,888,733

3000 END FUND BAL 9/30/10 \$ 7,888,733 Unaudited

3600 UNRESERVED FUND BAL \$ 7,888,733 Unaudited

Marble Falls ISD

Statement of Revenues and Expenditures - Food Service

As of September 30, 2011

92% Of Fiscal Year

REVENUES		BUDGET	YTD ACTIVITY	BALANCE	% OF BUDGET
57XX	Local & Intermed Revenues	\$ 902,562	\$ 63,470	\$ 839,092	7.03%
58XX	State Program Revenues	\$ 12,110	\$ -	12,110	0.00%
59xx	Federal Program Revenues	<u>\$ 1,457,334</u>	<u>\$ 35,561</u>	<u>\$ 1,421,773</u>	<u>2.44%</u>
	TOTAL REVENUE	\$ 2,372,006	\$ 99,031	\$ 2,272,975	4.17%
EXPENDITURES		BUDGET	YTD ACTIVITY	BALANCE	% OF BUDGET
61	PAYROLL COST	\$ 1,261,933	\$ 60,376	\$ 1,201,557	4.78%
62	PURCHASE & CONTRACTED	\$ 15,221	\$ 8,982	\$ 6,240	59.01%
63	SUPPLIES AND MATERIALS	\$ 1,052,302	\$ 868,427	\$ 183,875	82.53%
64	OTHER OPERATING EXP	\$ 10,225	\$ 1,000	\$ 9,225	9.78%
66	CPTL OUTLAY	<u>\$ 32,325</u>	<u>\$ -</u>	<u>\$ 32,325</u>	0.00%
	TOTAL EXPENDITURES	\$ 2,372,006	\$ 938,784	\$ 1,433,222	39.58%

Marble Falls Independent School District

Financial Report

October 17, 2011

Check Payment Fund Summary

Expenditure to Budget Report

Check Payment Fund Summary

For Bills Paid

September 1 – September 30, 2011

FUND SUMMARY

<u>FUND</u>	<u>DESCRIPTION</u>	<u>BALANCE SHEET</u>	<u>REVENUE</u>	<u>EXPENSE</u>	<u>TOTAL</u>
199	GENERAL FUND	77,268.11	31,063.61	634,416.18	742,747.90
224	IDEA PART B FORMULA	0.00	0.00	11,431.75	11,431.75
240	FOOD SERVICE	180,141.16	0.00	135,994.43	316,135.59
283	IDEA B FORMULA ARRA STIMULUS	0.00	0.00	29,253.21	29,253.21
863	PAYROLL CLEARING	294,912.24	0.00	0.00	294,912.24
***	Fund Summary Totals ***	552,321.51	31,063.61	811,095.57	1,394,480.69

***** End of report *****

Expenditure to Budget Report

October 17, 2011

General Operating Fund

&

Food Service Fund

Obj	Obj	2011-12	September	2011-12	2011-12	REVENUE	PERCENT	2011-12
		ESTIMATED	REVENUE	MTHLY	ACTIVITY	BALANCE	REALIZED	YTD %
199	GENERAL FUND							
5700	REVENUE-LOCAL & INTERMED							
	571- LOCAL REAL-PROPERTY TAXES	29,990,749.00	33,643.95	33,643.95	29,957,105.05	0.11	0.11	
	573- TUITION & FEES FROM PATRONS	57,000.00	2,010.00	2,010.00	54,990.00	11.89	3.53	
	574- TRANS FROM WITHIN STATE	210,000.00	1,134.32	1,134.32	208,865.68	0.56	0.54	
	575- ENTERPRISING ACTIVITIES	145,100.00	16,100.20	16,100.20	128,999.80	18.51	11.10	
	57-- REVENUE-LOCAL & INTERMED	30,402,849.00	52,888.47	52,888.47	30,349,960.53	0.23	0.17	
5800	STATE PROGRAM REVENUES							
	581- PER CAPITA-FOUNDATION REV	6,035,504.00	1,911,034.00	1,911,034.00	4,124,470.00	31.66	31.66	
	582- STATE REVENUE DISTRBTD BY TEA	5,000.00	0.00	0.00	5,000.00	0.00	0.00	
	583- TRS ON BEHALF BENEFIT	1,600,000.00	111,599.80	111,599.80	1,488,400.20	6.97	6.97	
	58-- STATE PROGRAM REVENUES	7,640,504.00	2,022,633.80	2,022,633.80	5,617,870.20	26.47	26.47	
5900	FEDERAL PROGRAM REVENUES							
	591- FEDERALLY DIST REVENUES	35,000.00	30,930.93	30,930.93	4,069.07	88.37	88.37	
	593- VOC ED NON FOUNDATION	175,000.00	0.00	0.00	175,000.00	0.00	0.00	
	59-- FEDERAL PROGRAM REVENUES	210,000.00	30,930.93	30,930.93	179,069.07	14.73	14.73	
	---- GENERAL FUND	38,253,353.00	2,106,453.20	2,106,453.20	36,146,899.80	5.55	5.51	

Obj	Obj	2011-12 ESTIMATED REVENUE	September 2011-12 MTHLY ACTIVITY	2011-12 Activity	REVENUE BALANCE	PERCENT REALIZED	2011-12 YTD %
240	FOOD SERVICE						
5700	REVENUE-LOCAL & INTERMED						
575-	ENTERPRISING ACTIVITIES	902,562.00	63,469.92	63,469.92	839,092.08	7.27	7.03
57--	REVENUE-LOCAL & INTERMED	902,562.00	63,469.92	63,469.92	839,092.08	7.27	7.03
5800	STATE PROGRAM REVENUES						
582-	STATE REVENUE DISTRBTD BY TEA	12,110.00	0.00	0.00	12,110.00	0.00	0.00
58--	STATE PROGRAM REVENUES	12,110.00	0.00	0.00	12,110.00	0.00	0.00
5900	FEDERAL PROGRAM REVENUES						
592-		1,457,334.00	35,560.92	35,560.92	1,421,773.08	2.44	2.44
59--	FEDERAL PROGRAM REVENUES	1,457,334.00	35,560.92	35,560.92	1,421,773.08	2.44	2.44
----	FOOD SERVICE	2,372,006.00	99,030.84	99,030.84	2,272,975.16	4.26	4.17

***** End of report *****

	Obj	Obj	2011-12 ESTIMATED REVENUE	September MTHLY ACTIVITY	2011-12 Activity	REVENUE BALANCE	2011-12 YTD %
199		GENERAL FUND					
	5---	REVENUE	38,253,353.00	2,106,453.20	2,106,453.20	36,146,899.80	5.51
	----	GENERAL FUND	38,253,353.00	2,106,453.20	2,106,453.20	36,146,899.80	5.51
240		FOOD SERVICE					
	5---	REVENUE	2,372,006.00	99,030.84	99,030.84	2,272,975.16	4.17
	----	FOOD SERVICE	2,372,006.00	99,030.84	99,030.84	2,272,975.16	4.17

***** End of report *****

Obj	Obj	2011-12	ENCUMBRANCE	2011-12	September	2011-12	2011-12
		BUDGET	YTD	EXPENDITURES	ACTIVITY	BALANCE	YTD %
199	GENERAL FUND						
11	INSTRUCTION						
61--	PAYROLL COSTS	17,003,399.37	0.00	1,313,766.82	1,313,766.82	15,689,632.55	7.73
62--	PURCHASE & CONTRACTED SVS	329,884.83	169,532.68	46,879.00	46,879.00	113,473.15	14.21
63--	SUPPLIES AND MATERIALS	650,218.74	50,747.17	12,467.66	12,467.66	587,003.91	1.92
64--	OTHER OPERATING EXPENSES	55,022.06	849.85	1,982.60	1,982.60	52,189.61	3.60
66--	CPTL OUTLY LAND BLDG & EQ	224,000.00	0.00	0.00	0.00	224,000.00	0.00
----	INSTRUCTION	18,262,525.00	221,129.70	1,375,096.08	1,375,096.08	16,666,299.22	7.53
12	INST. RESOURCES & MEDIA SVCS						
61--	PAYROLL COSTS	385,153.50	0.00	31,818.41	31,818.41	353,335.09	8.26
62--	PURCHASE & CONTRACTED SVS	15,225.00	1,321.47	0.00	0.00	13,903.53	0.00
63--	SUPPLIES AND MATERIALS	74,370.00	15,528.53	5,008.19	5,008.19	53,833.28	6.73
64--	OTHER OPERATING EXPENSES	6,436.50	1,000.00	0.00	0.00	5,436.50	0.00
----	INST. RESOURCES & MEDIA S	481,185.00	17,850.00	36,826.60	36,826.60	426,508.40	7.65
13	CURRICULUM DEV & INST STFF DEV						
61--	PAYROLL COSTS	92,012.00	0.00	10,674.15	10,674.15	81,337.85	11.60
62--	PURCHASE & CONTRACTED SVS	47,190.00	4,700.00	800.00	800.00	41,690.00	1.70
63--	SUPPLIES AND MATERIALS	6,300.00	0.00	178.82	178.82	6,121.18	2.84
64--	OTHER OPERATING EXPENSES	12,326.00	839.60	422.00	422.00	11,064.40	3.42
----	CURRICULUM DEV & INST STF	157,828.00	5,539.60	12,074.97	12,074.97	140,213.43	7.65
21	INSTRUCTIONAL LEADERSHIP						
61--	PAYROLL COSTS	540,980.00	0.00	49,965.43	49,965.43	491,014.57	9.24
62--	PURCHASE & CONTRACTED SVS	11,220.00	2,117.00	137.00	137.00	8,966.00	1.22
63--	SUPPLIES AND MATERIALS	25,385.00	964.77	0.00	0.00	24,420.23	0.00
64--	OTHER OPERATING EXPENSES	17,010.00	392.75	2,291.45	2,291.45	14,325.80	13.47
----	INSTRUCTIONAL LEADERSHIP	594,595.00	3,474.52	52,393.88	52,393.88	538,726.60	8.81

	Obj	Obj	2011-12	ENCUMBRANCE	2011-12	September 2011-12	2011-12
			BUDGET	YTD	EXPENDITURES	ACTIVITY	BALANCE
199		GENERAL FUND					
23		SCHOOL LEADERSHIP					
	61--	PAYROLL COSTS	2,048,846.00	0.00	167,165.67	167,165.67	1,881,680.33 8.16
	62--	PURCHASE & CONTRACTED SVS	35,340.00	17,481.00	930.00	930.00	16,929.00 2.63
	63--	SUPPLIES AND MATERIALS	77,197.00	3,290.90	4,196.35	4,196.35	69,709.75 5.44
	64--	OTHER OPERATING EXPENSES	16,033.00	1,929.20	1,571.00	1,571.00	12,532.80 9.80
	----	SCHOOL LEADERSHIP	2,177,416.00	22,701.10	173,863.02	173,863.02	1,980,851.88 7.98
31		GUIDANCE & COUNSELING					
	61--	PAYROLL COSTS	1,050,238.90	0.00	88,857.84	88,857.84	961,381.06 8.46
	62--	PURCHASE & CONTRACTED SVS	6,635.00	0.00	560.00	560.00	6,075.00 8.44
	63--	SUPPLIES AND MATERIALS	33,649.10	4,133.42	764.59	764.59	28,751.09 2.27
	64--	OTHER OPERATING EXPENSES	13,941.00	5,457.90	361.85	361.85	8,121.25 2.60
	----	GUIDANCE & COUNSELING	1,104,464.00	9,591.32	90,544.28	90,544.28	1,004,328.40 8.20
33		HEALTH SERVICES					
	61--	PAYROLL COSTS	377,113.50	0.00	30,910.39	30,910.39	346,203.11 8.20
	62--	PURCHASE & CONTRACTED SVS	5,019.40	0.00	0.00	0.00	5,019.40 0.00
	63--	SUPPLIES AND MATERIALS	8,707.10	954.98	0.00	0.00	7,752.12 0.00
	64--	OTHER OPERATING EXPENSES	861.00	0.00	0.00	0.00	861.00 0.00
	----	HEALTH SERVICES	391,701.00	954.98	30,910.39	30,910.39	359,835.63 7.89
34		PUPIL TRANSPORTATION					
	61--	PAYROLL COSTS	1,067,059.00	0.00	109,789.82	109,789.82	957,269.18 10.29
	62--	PURCHASE & CONTRACTED SVS	19,000.00	10,895.24	5,074.56	5,074.56	3,030.20 26.71
	63--	SUPPLIES AND MATERIALS	342,550.00	30,979.91	60,981.36	60,981.36	250,588.73 17.80
	64--	OTHER OPERATING EXPENSES	-206,580.00	20,795.50	7,268.53	7,268.53	-234,644.03 -3.52
	----	PUPIL TRANSPORTATION	1,222,029.00	62,670.65	183,114.27	183,114.27	976,244.08 14.98

	Obj	Obj	2011-12	ENCUMBRANCE	2011-12	September	2011-12	2011-12
			BUDGET	YTD	EXPENDITURES	ACTIVITY	BALANCE	YTD %
199			GENERAL FUND					
36			COCURR./EXTRACURR.ACTIVITIES					
	61--	PAYROLL COSTS	659,075.20	0.00	55,212.93	55,212.93	603,862.27	8.38
	62--	PURCHASE & CONTRACTED SVS	188,007.50	38,832.00	12,020.99	12,020.99	137,154.51	6.39
	63--	SUPPLIES AND MATERIALS	172,464.60	10,553.20	4,860.84	4,860.84	157,050.56	2.82
	64--	OTHER OPERATING EXPENSES	312,904.70	7,102.75	51,484.17	51,484.17	254,317.78	16.45
	----	COCURR./EXTRACURR.ACTIVIT	1,332,452.00	56,487.95	123,578.93	123,578.93	1,152,385.12	9.27
41			GENERAL ADMINISTRATION					
	61--	PAYROLL COSTS	867,795.50	0.00	68,613.69	68,613.69	799,181.81	7.91
	62--	PURCHASE & CONTRACTED SVS	153,585.00	72,414.20	4,030.70	4,030.70	77,140.10	2.62
	63--	SUPPLIES AND MATERIALS	26,317.00	1,171.45	973.55	973.55	24,172.00	3.70
	64--	OTHER OPERATING EXPENSES	82,182.50	14,030.92	15,685.19	15,685.19	52,466.39	19.09
	----	GENERAL ADMINISTRATION	1,129,880.00	87,616.57	89,303.13	89,303.13	952,960.30	7.90
51			PLANT MAINTENANCE & OPERATIONS					
	61--	PAYROLL COSTS	1,936,758.00	0.00	175,653.26	175,653.26	1,761,104.74	9.07
	62--	PURCHASE & CONTRACTED SVS	1,585,510.00	101,541.28	27,054.04	27,054.04	1,456,914.68	1.71
	63--	SUPPLIES AND MATERIALS	486,650.00	82,488.90	12,869.99	12,869.99	391,291.11	2.64
	64--	OTHER OPERATING EXPENSES	190,700.00	80,975.50	79,125.50	79,125.50	30,599.00	41.49
	----	PLANT MAINTENANCE & OPERA	4,199,618.00	265,005.68	294,702.79	294,702.79	3,639,909.53	7.02
52			SECURITY & MONITORING SERVICES					
	61--	PAYROLL COSTS	16,272.00	0.00	1,253.85	1,253.85	15,018.15	7.71
	62--	PURCHASE & CONTRACTED SVS	62,810.00	0.00	0.00	0.00	62,810.00	0.00
	63--	SUPPLIES AND MATERIALS	4,000.00	0.00	3,024.00	3,024.00	976.00	75.60
	----	SECURITY & MONITORING SER	83,082.00	0.00	4,277.85	4,277.85	78,804.15	5.15

Obj	Obj	2011-12	ENCUMBRANCE	2011-12	September	2011-12	2011-12
		BUDGET	YTD	EXPENDITURES	ACTIVITY	BALANCE	YTD %
199	GENERAL FUND						
53	DATA PROCESSING SERVICES						
61--	PAYROLL COSTS	438,083.00	0.00	37,427.60	37,427.60	400,655.40	8.54
62--	PURCHASE & CONTRACTED SVS	270,000.00	69,789.27	3,915.65	3,915.65	196,295.08	1.45
63--	SUPPLIES AND MATERIALS	89,470.00	55,364.36	1,066.75	1,066.75	33,038.89	1.19
64--	OTHER OPERATING EXPENSES	49,500.00	0.00	9,943.72	9,943.72	39,556.28	20.09
66--	CPTL OUTLY LAND BLDG & EQ	10,000.00	0.00	0.00	0.00	10,000.00	0.00
----	DATA PROCESSING SERVICES	857,053.00	125,153.63	52,353.72	52,353.72	679,545.65	6.11
61	COMMUNITY SERVICES						
61--	PAYROLL COSTS	52,591.00	0.00	1,889.80	1,889.80	50,701.20	3.59
64--	OTHER OPERATING EXPENSES	750.00	750.00	0.00	0.00	0.00	0.00
----	COMMUNITY SERVICES	53,341.00	750.00	1,889.80	1,889.80	50,701.20	3.54
91	INTERGOVERNMENTAL CHARGES						
62--	PURCHASE & CONTRACTED SVS	5,567,564.00	0.00	0.00	0.00	5,567,564.00	0.00
----	INTERGOVERNMENTAL CHARGES	5,567,564.00	0.00	0.00	0.00	5,567,564.00	0.00
99	OTHR INTERGOVERNMENTAL CHARGES						
62--	PURCHASE & CONTRACTED SVS	667,570.00	0.00	166,007.46	166,007.46	501,562.54	24.87
----	OTHR INTERGOVERNMENTAL CH	667,570.00	0.00	166,007.46	166,007.46	501,562.54	24.87
----	GENERAL FUND	38,282,303.00	878,925.70	2,686,937.17	2,686,937.17	34,716,440.13	7.02

Obj	Obj	2011-12 BUDGET	ENCUMBRANCE YTD	2011-12 EXPENDITURES	September ACTIVITY	2011-12 BALANCE	2011-12 YTD %
240	FOOD SERVICE						
35	FOOD SERVICES						
61--	PAYROLL COSTS	1,261,933.00	0.00	60,375.51	60,375.51	1,201,557.49	4.78
62--	PURCHASE & CONTRACTED SVS	15,221.00	5,958.70	3,022.80	3,022.80	6,239.50	19.86
63--	SUPPLIES AND MATERIALS	1,052,302.00	796,008.01	72,418.50	72,418.50	183,875.49	6.88
64--	OTHER OPERATING EXPENSES	10,225.00	1,000.00	0.00	0.00	9,225.00	0.00
66--	CPTL OUTLY LAND BLDG & EQ	32,325.00	0.00	0.00	0.00	32,325.00	0.00
----	FOOD SERVICES	2,372,006.00	802,966.71	135,816.81	135,816.81	1,433,222.48	5.73
----	FOOD SERVICE	2,372,006.00	802,966.71	135,816.81	135,816.81	1,433,222.48	5.73

***** End of report *****

		2011-12	ENCUMBRANCE	2011-12	September	2011-12		2011-12
	Obj	BUDGET	YTD	EXPENDITURES	ACTIVITY	BALANCE	YTD	%
199								
	GENERAL FUND							
	6---	38,282,303.00	878,925.70	2,686,937.17	2,686,937.17	34,716,440.13	7.02	
	----	38,282,303.00	878,925.70	2,686,937.17	2,686,937.17	34,716,440.13	7.02	
	GENERAL FUND							
240								
	FOOD SERVICE							
	6---	2,372,006.00	802,966.71	135,816.81	135,816.81	1,433,222.48	5.73	
	----	2,372,006.00	802,966.71	135,816.81	135,816.81	1,433,222.48	5.73	
	FOOD SERVICE							

***** End of report *****

This form is also available on-line at www.tea.state.tx.us/exception_applications. Completed forms must be submitted via email to waivers@tea.state.tx.us or in hard copy to the Texas Education Agency, State Waiver Unit, 1701 North Congress Avenue, Austin, TX 78701-1494 or Fax: 512-475-3666. (This report is authorized under TEC §25.112.)

It is not necessary to submit this form unless an exception is needed.

District Name:	District Address:	District City, Zip Code:	County/District #:	District Accountability Rating: (E=Exemplary, R=Recognized, A=Acceptable, U=Unacceptable, NR=Not Rated)
Marble Falls ISD	1800 Colt Circle	Marble Falls, 78654	027904	<input type="checkbox"/> E <input type="checkbox"/> R <input checked="" type="checkbox"/> A <input type="checkbox"/> U <input type="checkbox"/> NR

Instructions

At the beginning of the school year, each school district in Texas is required to review its class size enrollment to determine whether its class sizes for grades kindergarten (K) through four meet the requirements of TEC §25.112. If the review indicates that any class for grades K-4 exceeds the allowable class size limit of 22 students per class (22:1), the district must submit a request for exception under TEC §25.112(d). Enter the total number of sections and the reason(s) for the exception request. Class size limits do not apply to physical education or fine arts classes.

The exception request must be submitted to TEA (Commissioner) no later than **October 3, 2011 or the 30th day after the first school day the district exceeds the limit.**

Campus Name	Campus No.	Campus Accountability Rating: (E=Exemplary, R=Recognized, A=Acceptable, U=Unacceptable, NR=Not Rated)	Total Sections					Total K-4 Sections	Reason(s): (F=Facilities, T=Teachers, UG=Unanticipated Growth, FH=Financial Hardship, O=Other)
			K	1	2	3	4		
Marble Falls Elementary School	101	<input type="checkbox"/> E <input checked="" type="checkbox"/> R <input type="checkbox"/> A <input type="checkbox"/> U <input type="checkbox"/> NR		1				1	<input type="checkbox"/> F <input type="checkbox"/> T <input type="checkbox"/> UG <input type="checkbox"/> FH <input checked="" type="checkbox"/> O
Highland Lakes Elem. School	103	<input type="checkbox"/> E <input checked="" type="checkbox"/> R <input type="checkbox"/> A <input type="checkbox"/> U <input type="checkbox"/> NR		1				1	<input type="checkbox"/> F <input type="checkbox"/> T <input type="checkbox"/> UG <input type="checkbox"/> FH <input checked="" type="checkbox"/> O
Colt Elementary School	102	<input type="checkbox"/> E <input checked="" type="checkbox"/> R <input type="checkbox"/> A <input type="checkbox"/> U <input type="checkbox"/> NR			1			1	<input type="checkbox"/> F <input type="checkbox"/> T <input type="checkbox"/> UG <input type="checkbox"/> FH <input checked="" type="checkbox"/> O
District Totals:			0	2	1	0	0	3	

<input checked="" type="checkbox"/> Dr. <input type="checkbox"/> Mr.	Print Name of Superintendent:	* Signature of Superintendent:		
<input type="checkbox"/> Mrs. <input type="checkbox"/> Ms.	Rob O'Connor			
Print Name of Contact Person:	Phone: (###) ###-####	Fax: (###) ###-####	E-mail:	
Amy Jacobs	(830) 693-4357	(830) 693-5685	abjacobs@mfisd.txed.net	

* The signature of the superintendent reflects an assurance that the Board of Trustees approved the exception request.

SAMPLE RESOLUTION—EIE(LOCAL)

Another policy affected by the STAAR program is EIE(LOCAL), addressing retention and promotion. In addition to articulating district standards for mastery and promotion, most districts' EIE(LOCAL) policies restate the grade advancement testing provisions requiring students in grades 5 and 8 to meet the passing standard on applicable state-mandated assessment instruments to be promoted to the next grade.

TEA's Transition Plan and the STAAR Questions and Answers document (August 26, 2011, version) explain that performance standards for grades 3 through 8 will not be established until fall 2012, which is several months after students have taken the first round of assessments in spring 2012. Because of this timeline, the Student Success Initiative (SSI) promotion requirements will not include use of the STAAR results in the 2011–12 school year only. The law continues to require the use of other academic information in promotion decisions, such as teacher recommendations and student grades.

To suspend the local policy provision requiring students to pass the grade 5 and 8 assessments, Policy Service suggests that the board consider adopting a resolution to this effect for the 2011–12 school year. Otherwise, a district would need to revise board policy twice—once to remove the provision and a second time to add back the requirement before the 2012–13 school year. A sample resolution has been included with this worksheet for your consideration.

Since districts should provide appropriate notice of all promotion standards to parents and students, the district should be sure to publish any changes to its 2011–12 grade advancement standards in a readily accessible location, such as the district's Web site and the student handbook. Districts should also make information available to students and parents explaining the factors that will trigger formation of a grade placement committee for a student. The TEA Transition Plan explains that more information about SSI procedures in the absence of passing standards will be included in the 2011–12 Grade Placement Committee Manual.

HB 2135 from the 82nd Legislative Session clarifies that an 8th grade student who takes a high school course with an EOC assessment is not required to also take the grade 8 STAAR examination. If a district requires these students to take both assessments, the district should include this choice in its grading guidelines and will need to communicate this information to students and parents. TEA's STAAR Questions and Answers document (August 26, 2011, version) indicates that TEA is still making decisions about how test scores for these students will be used for accountability. Districts may want to wait for TEA guidance before making decisions on this issue.

If the district requires satisfactory performance on a state-mandated assessment for non-SSI grades and/or subjects as a local promotion standard, be sure to adjust the resolution text to identify those grades and subjects for which the state-mandated assessment is considered and also suspend the requirement for those grades and subjects for the 2011–12 school year.

**RESOLUTION OF THE BOARD TO SUSPEND PORTIONS OF EIE(LOCAL)
FOR THE 2011–12 SCHOOL YEAR ONLY**

WHEREAS, Title 19, Chapter 101 of the Texas Administrative Code and section 28.0211(a) of the Texas Education Code require students in grades 5 and 8 to meet the passing standards on the applicable state-mandated assessment instruments for those grade levels to be promoted to the next grade.

WHEREAS, the Marble Falls ISD EIE(LOCAL) policy requires students in grades 5 and 8 to satisfy the above stated promotion standards in addition to local standards of promotion to be promoted to the next grade.

WHEREAS, state passing standards for the STAAR grade 5 and 8 examinations will not be established for the 2011–12 school year but only raw score data will be available.

NOW THEREFORE BE IT RESOLVED that the Board of Trustees of Marble Falls ISD shall suspend for the 2011–12 school year only the portions of EIE(LOCAL) that require students in grades 5 and 8 to meet the passing standards on the applicable state-mandated assessment instruments for those grade levels to be promoted to the next grade.

Adopted this ____ day of _____, _____, by the Board of Trustees.

President

Secretary

Summary

Concussion Oversight Team – HB 2038

HB 2038 requires that the governing body of each school district with students enrolled who participate in an interscholastic athletic activity approve a concussion oversight team.

The MFISD COT consists of Dr. Michael Dickey, Brandon Belk, and Christine McCloskey. The team's purpose is to establish a return-to-play protocol, based on peer-reviewed scientific evidence, for a student's return to interscholastic athletics practice or competition following the force or impact believed to have caused a concussion.

HB 2038 and the MFISD's return-to-play protocol are attached separately.

Please consider approval of the COT.

1 AN ACT

2 relating to prevention, treatment, and oversight of concussions
3 affecting public school students participating in interscholastic
4 athletics.

5 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF TEXAS:

6 SECTION 1. This Act may be cited as Natasha's Law in honor
7 of Natasha Helmick for her courage in advocating for the enactment
8 of this Act and in honor of all other student athletes at the middle
9 and high school levels.

10 SECTION 2. Chapter 38, Education Code, is amended by adding
11 Subchapter D to read as follows:

12 SUBCHAPTER D. PREVENTION, TREATMENT, AND OVERSIGHT OF CONCUSSIONS
13 AFFECTING STUDENT ATHLETES

14 Sec. 38.151. DEFINITIONS. In this subchapter:

15 (1) "Advanced practice nurse" has the meaning assigned
16 by Section 301.152, Occupations Code.

17 (2) "Athletic trainer" has the meaning assigned by
18 Section 451.001, Occupations Code.

19 (3) "Coach" includes an assistant coach.

20 (4) "Concussion" means a complex pathophysiological
21 process affecting the brain caused by a traumatic physical force or
22 impact to the head or body, which may:

23 (A) include temporary or prolonged altered brain
24 function resulting in physical, cognitive, or emotional symptoms or

1 altered sleep patterns; and

2 (B) involve loss of consciousness.

3 (5) "Licensed health care professional" means an
4 advanced practice nurse, athletic trainer, neuropsychologist, or
5 physician assistant, as those terms are defined by this section.

6 (6) "Neuropsychologist" means a person who:

7 (A) holds a license to engage in the practice of
8 psychology issued under Section 501.252, Occupations Code; and

9 (B) specializes in the practice of
10 neuropsychology.

11 (7) "Open-enrollment charter school" includes a
12 school granted a charter under Subchapter E, Chapter 12.

13 (8) "Physician" means a person who holds a license to
14 practice medicine in this state.

15 (9) "Physician assistant" means a person who holds a
16 license issued under Chapter 204, Occupations Code.

17 Sec. 38.152. APPLICABILITY. This subchapter applies to an
18 interscholastic athletic activity, including practice and
19 competition, sponsored or sanctioned by:

20 (1) a school district, including a home-rule school
21 district, or a public school, including any school for which a
22 charter has been granted under Chapter 12; or

23 (2) the University Interscholastic League.

24 Sec. 38.153. OVERSIGHT OF CONCUSSIONS BY SCHOOL DISTRICTS
25 AND CHARTER SCHOOLS; RETURN-TO-PLAY PROTOCOL DEVELOPMENT BY
26 CONCUSSION OVERSIGHT TEAM. (a) The governing body of each school
27 district and open-enrollment charter school with students enrolled

1 who participate in an interscholastic athletic activity shall
2 appoint or approve a concussion oversight team.

3 (b) Each concussion oversight team shall establish a
4 return-to-play protocol, based on peer-reviewed scientific
5 evidence, for a student's return to interscholastic athletics
6 practice or competition following the force or impact believed to
7 have caused a concussion.

8 Sec. 38.154. CONCUSSION OVERSIGHT TEAM: MEMBERSHIP. (a)
9 Each concussion oversight team must include at least one physician
10 and, to the greatest extent practicable, considering factors
11 including the population of the metropolitan statistical area in
12 which the school district or open-enrollment charter school is
13 located, district or charter school student enrollment, and the
14 availability of and access to licensed health care professionals in
15 the district or charter school area, must also include one or more
16 of the following:

- 17 (1) an athletic trainer;
18 (2) an advanced practice nurse;
19 (3) a neuropsychologist; or
20 (4) a physician assistant.

21 (b) If a school district or open-enrollment charter school
22 employs an athletic trainer, the athletic trainer must be a member
23 of the district or charter school concussion oversight team.

24 (c) Each member of the concussion oversight team must have
25 had training in the evaluation, treatment, and oversight of
26 concussions at the time of appointment or approval as a member of
27 the team.

1 Sec. 38.155. REQUIRED ANNUAL FORM ACKNOWLEDGING CONCUSSION
2 INFORMATION. A student may not participate in an interscholastic
3 athletic activity for a school year until both the student and the
4 student's parent or guardian or another person with legal authority
5 to make medical decisions for the student have signed a form for
6 that school year that acknowledges receiving and reading written
7 information that explains concussion prevention, symptoms,
8 treatment, and oversight and that includes guidelines for safely
9 resuming participation in an athletic activity following a
10 concussion. The form must be approved by the University
11 Interscholastic League.

12 Sec. 38.156. REMOVAL FROM PLAY IN PRACTICE OR COMPETITION
13 FOLLOWING CONCUSSION. A student shall be removed from an
14 interscholastic athletics practice or competition immediately if
15 one of the following persons believes the student might have
16 sustained a concussion during the practice or competition:

- 17 (1) a coach;
18 (2) a physician;
19 (3) a licensed health care professional; or
20 (4) the student's parent or guardian or another person
21 with legal authority to make medical decisions for the student.

22 Sec. 38.157. RETURN TO PLAY IN PRACTICE OR COMPETITION. (a)
23 A student removed from an interscholastic athletics practice or
24 competition under Section 38.156 may not be permitted to practice
25 or compete again following the force or impact believed to have
26 caused the concussion until:

- 27 (1) the student has been evaluated, using established

1 medical protocols based on peer-reviewed scientific evidence, by a
2 treating physician chosen by the student or the student's parent or
3 guardian or another person with legal authority to make medical
4 decisions for the student;

5 (2) the student has successfully completed each
6 requirement of the return-to-play protocol established under
7 Section 38.153 necessary for the student to return to play;

8 (3) the treating physician has provided a written
9 statement indicating that, in the physician's professional
10 judgment, it is safe for the student to return to play; and

11 (4) the student and the student's parent or guardian or
12 another person with legal authority to make medical decisions for
13 the student:

14 (A) have acknowledged that the student has
15 completed the requirements of the return-to-play protocol
16 necessary for the student to return to play;

17 (B) have provided the treating physician's
18 written statement under Subdivision (3) to the person responsible
19 for compliance with the return-to-play protocol under Subsection
20 (c) and the person who has supervisory responsibilities under
21 Subsection (c); and

22 (C) have signed a consent form indicating that
23 the person signing:

24 (i) has been informed concerning and
25 consents to the student participating in returning to play in
26 accordance with the return-to-play protocol;

27 (ii) understands the risks associated with

1 the student returning to play and will comply with any ongoing
2 requirements in the return-to-play protocol;

3 (iii) consents to the disclosure to
4 appropriate persons, consistent with the Health Insurance
5 Portability and Accountability Act of 1996 (Pub. L. No. 104-191),
6 of the treating physician's written statement under Subdivision (3)
7 and, if any, the return-to-play recommendations of the treating
8 physician; and

9 (iv) understands the immunity provisions
10 under Section 38.159.

11 (b) A coach of an interscholastic athletics team may not
12 authorize a student's return to play.

13 (c) The school district superintendent or the
14 superintendent's designee or, in the case of a home-rule school
15 district or open-enrollment charter school, the person who serves
16 the function of superintendent or that person's designee shall
17 supervise an athletic trainer or other person responsible for
18 compliance with the return-to-play protocol. The person who has
19 supervisory responsibilities under this subsection may not be a
20 coach of an interscholastic athletics team.

21 Sec. 38.158. TRAINING COURSES. (a) The University
22 Interscholastic League shall approve for coaches of
23 interscholastic athletic activities training courses that provide
24 for not less than two hours of training in the subject matter of
25 concussions, including evaluation, prevention, symptoms, risks,
26 and long-term effects. The league shall maintain an updated list of
27 individuals and organizations authorized by the league to provide

1 the training.

2 (b) The Department of State Health Services Advisory Board
3 of Athletic Trainers shall approve for athletic trainers training
4 courses in the subject matter of concussions and shall maintain an
5 updated list of individuals and organizations authorized by the
6 board to provide the training.

7 (c) The following persons must take a training course in
8 accordance with Subsection (e) from an authorized training provider
9 at least once every two years:

10 (1) a coach of an interscholastic athletic activity;

11 (2) a licensed health care professional who serves as
12 a member of a concussion oversight team and is an employee,
13 representative, or agent of a school district or open-enrollment
14 charter school; and

15 (3) a licensed health care professional who serves on
16 a volunteer basis as a member of a concussion oversight team for a
17 school district or open-enrollment charter school.

18 (d) A physician who serves as a member of a concussion
19 oversight team shall, to the greatest extent practicable,
20 periodically take an appropriate continuing medical education
21 course in the subject matter of concussions.

22 (e) For purposes of Subsection (c):

23 (1) a coach must take a course described by Subsection
24 (a);

25 (2) an athletic trainer must take:

26 (A) a course described by Subsection (b); or

27 (B) a course concerning the subject matter of

1 concussions that has been approved for continuing education credit
2 by the appropriate licensing authority for the profession; and

3 (3) a licensed health care professional, other than an
4 athletic trainer, must take:

5 (A) a course described by Subsection (a) or (b);
6 or

7 (B) a course concerning the subject matter of
8 concussions that has been approved for continuing education credit
9 by the appropriate licensing authority for the profession.

10 (f) Each person described by Subsection (c) must submit
11 proof of timely completion of an approved course in compliance with
12 Subsection (e) to the school district superintendent or the
13 superintendent's designee or, in the case of a home-rule school
14 district or open-enrollment charter school, a person who serves the
15 function of a superintendent or that person's designee.

16 (g) A licensed health care professional who is not in
17 compliance with the training requirements under this section may
18 not serve on a concussion oversight team in any capacity.

19 Sec. 38.159. IMMUNITY. This subchapter does not:

20 (1) waive any immunity from liability of a school
21 district or open-enrollment charter school or of district or
22 charter school officers or employees;

23 (2) create any liability for a cause of action against
24 a school district or open-enrollment charter school or against
25 district or charter school officers or employees;

26 (3) waive any immunity from liability under Section
27 74.151, Civil Practice and Remedies Code; or

1 (4) create any cause of action or liability for a
2 member of a concussion oversight team arising from the injury or
3 death of a student participating in an interscholastic athletics
4 practice or competition, based on service or participation on the
5 concussion oversight team.

6 Sec. 38.160. RULES. The commissioner may adopt rules as
7 necessary to administer this subchapter.

8 SECTION 3. Subchapter D, Chapter 38, Education Code, as
9 added by this Act, applies beginning with the 2011-2012 school
10 year.

11 SECTION 4. Notwithstanding Section 38.158(f), Education
12 Code, as added by this Act, a person required under Section
13 38.158(c), Education Code, as added by this Act, to take a training
14 course in the subject of concussions must initially complete the
15 training course not later than September 1, 2012.

16 SECTION 5. This Act takes effect immediately if it receives
17 a vote of two-thirds of all the members elected to each house, as
18 provided by Section 39, Article III, Texas Constitution. If this
19 Act does not receive the vote necessary for immediate effect, this
20 Act takes effect September 1, 2011.

President of the Senate

Speaker of the House

I certify that H.B. No. 2038 was passed by the House on May 5, 2011, by the following vote: Yeas 127, Nays 7, 2 present, not voting.

Chief Clerk of the House

I certify that H.B. No. 2038 was passed by the Senate on May 24, 2011, by the following vote: Yeas 31, Nays 0.

Secretary of the Senate

APPROVED: _____

Date

Governor

Marble Falls ISD Policy for Sports Concussion Management

Introduction

The Centers for Disease Control (CDC) estimates that there are approximately 300,000 cases of mild traumatic brain injury (MTBI) or concussions annually in the United States as the result of participation in sports. The Sports Concussion Institute estimates that 10 percent of athletes in contact sports suffer a concussion during a season. A 2006 report estimated that there were 92,000 cases of concussions in American high School sports annually, and that these rates seem to be increasing. Also of concern is the risk of repeated concussions and second impact syndrome to our young athletes. These two problems can have long lasting, and even terminal effects, on the individual. In order to have a standard method of managing concussions to MFISD athletes, the following guidelines are intended to serve as a written protocol for concussion management.

What is a Concussion?

Concussion - A concussion is a type of traumatic brain injury (TBI). Concussions are the common result of a blow to the head or body which causes the brain to move rapidly within the skull. This injury causes brain function to change which results in an altered mental state (either temporary or prolonged). Physiologic and/or anatomic disruptions of connections between some nerve cells in the brain occur. Concussions can have serious and long-term health effects, even from a mild bump on the head. Symptoms include, but are not limited to, brief loss of consciousness, headache, amnesia, nausea, dizziness, confusion, blurred vision, ringing in the ears, loss of balance, moodiness, poor concentration or mentally slow, lethargy, photosensitivity, sensitivity to noise, and a change in sleeping patterns. These symptoms may be temporary or long lasting.

Prevention Strategies

1. Insist that safety comes first.
2. Teach and practice safe playing techniques.
3. Teach athletes the dangers of playing with a concussion.
4. Encourage athletes to follow the rules of play and to practice good sportsmanship at all times.
5. Make sure athletes wear the right protective equipment for their activity (such as helmets, padding, shin guards, and eye and mouth guards).
6. All headgear must be NOCSAE certified.
7. Make sure the headgear fits the individual, and are secured properly to the individual.
8. For all sports that require headgear, a coach or appropriate designate should check headgear before use to make sure air bladders work and are appropriately filled. Padding should be checked to make sure they are in proper working condition.

Evaluation for Concussion

1. At time of injury administer one of these assessment tests:
 - a. Sports Concussion Assessment Tool – Appendix A
 - b. Graded Symptom Checklist (GSC) – Appendix B
 - c. Sideline Functional & Visual Assessments - Appendix A or B
 - d. On-field Cognitive Testing – Appendix A or B
2. Athlete does not return to a game or practice if he/she has any symptoms that would indicate the possibility of suffering a concussion.
3. Doctor Referral
4. Home Instructions
5. Return to Play Guidelines for Parents
6. Parent Informed Consent and Athlete's Participation Form
7. **Note - If in doubt, athlete is referred to doctor and does not return to play.**

Concussion Management

1. School modifications
 - a. Notify school nurse and all classroom teachers of the student that he/she has a concussion.
 - b. Notify teachers of post concussion symptoms.
 - c. Student may need special accommodations such as limited computer work, reading activities, testing, assistance to class, etc. until symptoms subside.
 - d. Student may only be able to attend school for half days or may need daily rest periods until symptoms subside.
2. Student must be symptom free for 48 hours before begin return to play protocol.

Return to Play Guidelines

1. Activity progressions
 - a. Rest until asymptomatic for 48 hours (physical and mental)
 - b. Light aerobic exercise (e.g. stationary bike, jogging, treadmill, etc)
 - c. Non-contact sport specific exercises or drills
 - d. Non-contact training drills, conditioning drills, resistance training
 - e. Full contact training drills (must have physician clearance)
 - f. Return to competition
 - g. **Note – Athlete progression continues as long as athlete is asymptomatic at current level. If the athlete experiences any post concussion symptoms, you wait 24 hours and start the progressions again at the beginning.**
2. Physician clearance
3. Athletic Trainer clearance

Please refer to Appendices A & B (separate documents) for symptom assessment.

Marble Falls ISD Preseason Parental Information and Consent Form for Concussions

What is a concussion?

A concussion is an injury to the brain. It is caused by a bump, blow, or jolt to either the head or the body that causes the brain to move rapidly within the skull. The resulting injury to the brain changes how the brain functions in a normal manner. The signs and symptoms of a concussion can show up immediately after the injury or may not appear for hours or days after the injury. Concussions can have serious long-term health effects, and even a seemingly mild injury can be serious. A major concern with any concussion is returning to play too soon. Having a second concussion before healing can take place from the initial or previous concussion can lead to serious and potentially fatal health conditions.

What are the symptoms of a concussion?

Signs and symptoms of a concussion are typically noticed right after the injury, but some might not be recognized until days after the injury. Common symptoms include: headache, dizziness, amnesia, fatigue, confusion, mood changes, depression, poor vision, sensitivity to light or noise, lethargy, poor attention or concentration, sleep disturbances, and aggression. The individual may or may not have lost consciousness.

What should be done if a concussion is suspected?

1. Immediately remove student from practice or game
2. Seek medical attention right away
3. Do not allow the student to return to play until proper medical clearance and return to play guidelines have been followed. The permission for return to play will come from the appropriate health care professional or professionals.

If you have any questions concerning concussions or the return to play policy, you may contact the athletic administrator at your school.

What should the athlete know about playing with a concussion?

Teach athletes it's not smart to play with a concussion. Rest is the key after a concussion. Sometimes athletes, parents, and other school or league officials wrongly believe that it shows strength and courage to play injured. Discourage others from pressuring injured athletes to play. Don't let your athlete convince you that they're "just fine."

What are the risks of returning to activity too soon after sustaining a concussion?

Prevent long-term problems. If an athlete has a concussion, their brain needs time to heal. Don't let them return to play the day of the injury and until a health care professional, experienced in evaluating for concussion, says they are symptom-free and it's OK to return to play. A repeat concussion that occurs before the brain recovers from the first—usually within a short time period (hours, days, weeks)—can slow recovery or increase the chances for long-term problems.

What can happen if my child keeps on playing with a concussion?

Athletes with the signs and symptoms of concussion should be removed from play immediately. Continuing to play with the signs and symptoms of a concussion leaves the young athlete especially vulnerable to greater injury. There is an increased risk of significant damage from a concussion for a period of time after that concussion occurs, particularly if the athlete suffers another concussion before completely recovering from the first one. This can lead to prolonged recovery, or even to severe brain swelling (second impact syndrome) with devastating and even fatal consequences. It is well known that adolescent or teenage athletes will often under report symptoms of injuries. And concussions are no different. As a result, education of administrators, coaches, parents and students is the key for student-athlete’s safety.

Liability Provisions

The student and the student’s parent or guardian or another person with legal authority to make medical decisions for the student understands this policy does not:

1. waive any immunity from liability of a school district or open-enrollment charter school or of district or charter school officers or employees;
2. create any liability for a cause of action against a school district or open-enrollment charter school or against district or charter school officers or employees;
3. waive any immunity from liability under Section 74.151, Civil Practice and Remedies Code;
4. create any liability for a member of a concussion oversight team arising from the injury or death of a student participating in an interscholastic athletics practice of competition, based only on service on the concussion oversight team.

Parental Consent

By signing this form, I understand the risks and dangers related with returning to play too soon after a concussion. Furthermore, in the event that my son/daughter is diagnosed with a concussion, I give my consent for my son/daughter to participate in and comply with the Marble Falls ISD return to play protocol. The undersigned, being a parent, guardian, or another person with legal authority, grants this permission.

Athlete’s Name (print) _____

Parent’s or Guardian’s Name (print) _____

Parent’s or Guardian’s Signature _____

Date: _____

MFISD Return to Play Guidelines for Parents General Information for Parents

Teach it's not smart to play with a concussion. Rest is the key after a concussion. Sometimes athletes, parents, and other school or league officials wrongly believe that it shows strength and courage to play injured. Discourage others from pressuring injured athletes to play. Don't let your athlete convince you that they're "just fine."

Prevent long-term problems. If an athlete has a concussion, their brain needs time to heal. Don't let them return to play the day of the injury and until a health care professional, experienced in evaluating for concussion, says they are symptom-free and it's OK to return to play. A repeat concussion that occurs before the brain recovers from the first—usually within a short time period (hours, days, weeks)—can slow recovery or increase the chances for long-term problems. Marble Falls ISD has developed a protocol for managing concussions. This policy includes a multidiscipline approach involving athletic trainer clearance, physician referral and clearance, and successful completion of activity progressions related to their sport. The following is an outline of this procedure. Your son/daughter must pass all of these tests in order to return to sport activity after having a concussion.

1. All athletes who sustain head injuries are required to be evaluated by their primary care physician. They must have a normal physical and neurological exam prior to being permitted to progress to activity. This includes athletes who were initially referred to an emergency department.
2. The student will be monitored daily at school by the athletic trainer and/or school nurse. His/her teachers will be notified of their injury and what to expect. Accommodations may need to be given according to physician recommendations and observations.
3. The student must be asymptomatic at rest and exertion.
4. Once cleared to begin activity, the student will start a progressive step-by-step procedure outlined in the following steps. The progressions will advance at the rate of one step per day. The progressions are:
 - a. Rest until asymptomatic for 48 hours (physical and mental)
 - b. Light aerobic exercise (e.g. stationary bike, jogging, treadmill, etc)
 - c. Non-contact sport specific exercises or drills
 - d. Non-contact training drills, conditioning drills, resistance training
 - e. Full contact training drills (must have physician clearance)
 - f. Return to competition
 - g. **Note – Athlete progression continues as long as athlete is asymptomatic at current level. If the athlete experiences any post concussion symptoms, you wait 24 hours and start the progressions again at the beginning.**
5. Upon completion of the return to play protocol, the physician of record must provide a written statement that in the physician's professional judgment it is safe for the athlete to return to play.

6. Once the student has completed steps 1 through 5, he/she may return to their sport activity with no restrictions.

The athlete named below has completed the required return to play protocol for a concussion. By signing this form, I understand the dangers related with returning to play too soon after a concussion. Furthermore, I certify that my son/daughter has successfully completed the MFISD return to play protocol and I give my permission for him/her to return to sport activity. The undersigned, being a parent, guardian, or another person with legal authority, grants this permission.

Athlete's Name _____

Athlete's Signature _____

Parent of Guardian's Name _____

Parent or Guardian' Signature _____

Date _____

MFISD Return to Play Guidelines

Information for Treating Physician

Marble Falls ISD has developed a protocol for managing concussions. This policy includes a multidiscipline approach involving athletic trainer clearance, physician referral and clearance, and successful completion of activity progressions related to their sport. The following is an outline of this procedure. The injured athlete must complete and successfully pass all of these tests in order to return to sport activity after having a concussion.

1. All athletes who sustain head injuries are required to be evaluated by their primary care physician. They must have a normal physical and neurological exam prior to being permitted to progress to activity. This includes athletes who were initially referred to an emergency department.
2. The student will be monitored daily at school by the athletic trainer and/or school nurse. His/her teachers will be notified of their injury and what to expect. Accommodations may need to be given according to physician recommendations and observations.
3. The student must be asymptomatic at rest and exertion.
4. Once cleared to begin activity, the student will start a progressive step-by-step procedure. The progressions will advance at the rate of one step per day. The progressions are:
 - a. Rest until asymptomatic for 48 hours (physical and mental)
 - b. Light aerobic exercise (e.g. stationary bike, jogging, treadmill, etc)
 - c. Non-contact sport specific exercises or drills
 - d. Non-contact training drills, conditioning drills, resistance training
 - e. Full contact training drills (must have physician clearance)
 - f. Return to competition
 - g. **Note – Athlete progression continues as long as athlete is asymptomatic at current level. If the athlete experiences any post concussion symptoms, you wait 24 hours and start the progressions again at the beginning.**
5. Upon completion of the return to play protocol, the physician of record must provide a written statement that in the physician's professional judgment it is safe for the athlete to return to play.
6. Once the student has completed steps 1 through 5, he/she may return to their sport activity with no restrictions.

**Marble Falls ISD
Authorization for the Release of Medical Information**

The Family Educational Right to Privacy Act Of 1974 (FERPA) is a federal law that governs the release of a student's educational records, including personal identifiable information (name, address, social security number, etc.) from those records. Medical information is considered a part of a student athlete's educational record. Also, the Health Insurance Portability and Accounting Act of 1996 (HIPAA) allows the disclosure of information from treating physicians. This authorization permits the athletic trainers, team physicians, and athletic staff (including coaches) of the Mesquite ISD to disclose information concerning my medical status, medical condition, injuries, prognosis, diagnosis, and related personal identifiable health information to the authorized parties listed below. This information included injuries or illnesses relevant to past, present, or future participation in athletics. The purpose of a disclosure is to inform the authorized parties of the nature, diagnosis, prognosis or treatment concerning my medical condition and any injuries or illnesses. I understand once the information is disclosed it is subject to re-disclosure and is no longer protected.

I understand that the Marble Falls ISD will not receive compensation for its disclosure of the information. I understand that I may refuse to sign this authorization and that my refusal to sign will not affect my ability to obtain treatment. I may inspect or copy any information disclosed under this authorization.

I understand that I may revoke this authorization at any time by providing written notification to the head athletic trainer. I understand revocation will not have any effect on actions Marble Falls ISD has taken in reliance on this authorization prior to receiving the revocation. This authorization expires six years from the date it is signed.

Student ID#: _____

Printed Name of Student: _____

Student Signature: _____

Printed Name of Parent: _____

Parent Signature: _____

Date: _____

Symptoms for Concussion Referral

Day of Injury Referral

1. Loss of consciousness
2. Amnesia
3. Increase in blood pressure
4. Cranial nerve deficits
5. Vomiting
6. Motor deficits subsequent to initial on-field exam
7. Sensory deficits subsequent to initial on-field exam
8. Balance deficits subsequent to initial on-field exam
9. Cranial nerve deficits subsequent to initial on-field exam
10. Post-concussion symptoms that worsen
11. Additional post-concussion symptoms as compared with those on the field
12. Athlete is symptomatic at the end of the game
13. Deterioration of neurological function*
14. Decreasing level of consciousness*
15. Decrease or irregularity in respiration*
16. Decrease or irregularity in pulse*
17. Unequal, dilated or un-reactive pupils*
18. Any signs or symptoms of associated injuries, spine or skull fracture or bleeding*
19. Mental status changes: lethargy, difficulty maintaining arousal, confusion, or agitation*
20. Seizure activity*

Note: * indicates that the athlete needs to be transported immediately to the nearest emergency department.

Delayed Referral (after the day of the injury)

1. Any of the findings in the day of injury referral category
2. Post-concussion symptoms worsen or do not improve over time
3. Increase in the number of post-concussion symptoms reported
4. Post-concussion symptoms begin to interfere with the athlete's daily activities (ie. sleep, cognition, depression, aggression, etc.)

Home Instructions for Concussions

_____ has sustained a concussion during _____ today. To make sure he/she recovers please follow the following important recommendations:

1. Please review the items outlined on the **Physician Referral Checklist**. If any of these problems develop, please call 911 or your family physician.

2. Things that are OK to do:

- a. Use ice packs on head or neck as needed for comfort
- b. Eat a light diet
- c. Go to sleep (rest is very important)
- d. No strenuous activity or sports
- e. Return to school

3. Things that **should not** be allowed:

- a. Eat spicy foods
- b. Watch TV
- c. Listen to ipod or talk on telephone
- d. Read
- e. Use a computer
- f. Bright lights
- g. Loud noise
- h. Drink alcohol

4. Things there is no need to do:

- a. Check eyes with a flashlight
- b. Wake up every hour
- c. Test reflexes

5. Have student report to clinic or athletic training room at _____ tomorrow for a follow-up exam

Further recommendations:

Instructions provided to: _____

Signature: _____

Instructions provided by: _____

Signature: _____

Date: _____

Date: _____

Dear Teacher,

_____, is returning to school after having sustained a concussion. A concussion is a complex injury to the brain caused by movement of the brain within the skull. Please observe this student during class. He/she may still be suffering from post concussion syndrome and may not be able to participate at their normal level. Some things you may notice are headaches, dizziness, nausea, lethargy, moodiness, blurred vision, poor concentration, mentally slow, depression, or aggression. These symptoms may be temporary or long lasting. Because these symptoms may linger for an unspecified period of time, you may need to modify school work until he/she is symptom free. Also, if you see anything unusual, please notify me as soon as possible, or contact the school nurse. I will keep you informed of any medical updates that are pertinent to the classroom. The school nurse is aware of the injury, and you may consult with her at any time. Also his/her counselors and the appropriate administrators are aware of the injury.

You are an important member of the team that is treating _____ for their head injury. The physician and I only get a small snapshot of his daily activity. Therefore, any information that you can pass along to us is both appreciated and necessary to the successful recovery from the concussion. If you have any further questions, please contact me.

Brandon J. Belk LAT
Athletic Trainer
Marble Falls High School
(830) 798-8345
bjbelk@mfisd.txed.net

Christine McCloskey LAT
Athletic Trainer
Marble Falls High School
(830) 798-8345
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References

1. McCrory, Paul, et al. Summary & Agreement Statement of the 2nd International Conference on Concussion in Sport, Prague 2004; Clinical Journal of Sports Medicine, March 2005
2. Guskiewicz, Kevin M, et al. National Athletic Trainers Association Position Statement: Management of Sport-Related Concussion; Journal of Athletic Training, Sept. 2004
3. www.ImPacttest.com
4. www.healthsystem.virginia.edu/internet/neurogram
5. www.cdc.org
6. www.brainline.org
7. www.momsteam.com/healthsafety/concussion
8. Presbyterian Sports Network, Sports Concussion Management Protocol

Revision to BE Local changing the address of the board meeting place.

MEETING PLACE	Unless otherwise provided in the notice for a meeting, Board meetings shall be held at Marble Falls Elementary School cafeteria, 1909 Broadway, Marble Falls, Texas Marble Falls I.S.D. Central Administration Office, 1800 Colt Circle, Marble Falls, TX.
MEETING TIME	Regular meetings of the Board shall be held on the third Monday of each month at 6:00 p.m. When determined necessary and for the convenience of Trustees, the Board President may change the date or time of a regular meeting. The notice for that meeting shall reflect the changed date or time.
SPECIAL OR EMERGENCY MEETINGS	<p>The time and place of special and emergency meetings shall be as set out in the notice for the meeting.</p> <p>The President of the Board shall call special meetings at the President's discretion or on request by two members of the Board.</p> <p>The President shall call an emergency meeting when it is determined by the President or two members of the Board that an emergency or urgent public necessity, as defined by law, warrants the meeting.</p>
AGENDA DEADLINE	The deadline for submitting items for inclusion on the agenda is noon of the fourth business day before regular meetings and noon of the fourth business day before special meetings.
PREPARATION	<p>In consultation with the Board President, the Superintendent shall prepare the agenda for all Board meetings. Any Trustee may request that a subject be included on the agenda for a meeting, and the Superintendent shall include on the preliminary agenda of the meeting all Trustee-requested topics that have been timely submitted.</p> <p>Before the official agenda is finalized for any meeting, the Superintendent shall consult the Board President to ensure that the agenda and the topics included meet with the President's approval. In reviewing the preliminary agenda, the President shall ensure that any topics the Board or individual Trustees have requested to be addressed are either on that agenda or scheduled for deliberation at an appropriate time in the near future. The Board President shall not have authority to remove from the agenda a subject requested by a Trustee without that Trustee's specific authorization.</p>
NOTICE TO MEMBERS	Members of the Board shall be given notice of regular and special meetings at least 72 hours prior to the scheduled time of the meeting and at least two hours prior to the time of an emergency meeting.
CLOSED MEETING	Notice of all meetings shall provide for the possibility of a closed meeting during an open meeting, as provided by law. [See BEC]

	The Board may conduct a closed meeting when the agenda subject is one that may properly be discussed in closed meeting. [See BEC]
ORDER OF BUSINESS	The order of business for regular Board meetings shall be as set out in the agenda accompanying the notice of the meeting. At the meeting, the order in which posted agenda items are taken may be changed by consensus of Board members.
RULES OF ORDER	The Board shall observe the parliamentary procedures as found in <i>Robert's Rules of Order, Newly Revised</i> , except as otherwise provided in Board procedural rules or by law. Procedural rules may be suspended at any Board meeting by majority vote of the members present.
VOTING	Voting shall be by voice vote or show of hands, as directed by the President. Any member may abstain from voting, and a member's vote or failure to vote shall be recorded upon that member's request. [See BDAA(LOCAL) for the Board President's voting rights]
CONSENT AGENDA	When the agenda is prepared, the Board President shall determine items, if any, that qualify to be placed on the consent agenda. A consent agenda shall include items of a routine and/or recurring nature grouped together under one action item. For each item listed as part of a consent agenda, the Board shall be furnished with background material. All such items shall be acted upon by one vote without separate discussion, unless a Board member requests that an item be withdrawn for individual consideration. The remaining items shall be adopted under a single motion and vote.
MINUTES	Board action shall be carefully recorded by the Secretary or clerk; when approved, these minutes shall serve as the legal record of official Board actions. The written minutes of all meetings shall be approved by vote of the Board and signed by the President and the Secretary of the Board. The official minutes of the Board shall be retained on file in the office of the Superintendent and shall be available for examination during regular office hours.
DISCUSSIONS AND LIMITATION	Discussions shall be addressed to the President of the Board and then the entire membership. Discussion shall be directed solely to the business currently under deliberation, and the Board President shall halt discussion that does not apply to the business before the Board. The Board President shall also halt discussion if the Board has agreed to a time limitation for discussion of an item, and that time limit has expired. Aside from these limitations, the President shall not interfere with debate so long as members wish to address themselves to an item under consideration.



Marble Falls High School Band



2101 Mustang Drive
Marble Falls, Texas 78654
(830)693-4375

Brad Behrens, Director of Bands, ext. 7120
David Langford, Assistant Director, ext. 7163
Fax (830)798-3604

Marble Falls High School Band Spring Trip

Dates of Trip: March 12-16 2012 (MFISD Spring Break)

Destination: Branson, Missouri

Educational Activity: The Marble Falls High School will participate in the "Branson On Stage Live" workshop held at The New American Theatre. The Band will have a clinic and then performs as the pre show performers.

Cost per person: approximately \$715.00 per person.

Transportation: Charter Bus

Fundraising Opportunities: Poinsettia sales, Golf Tournament, HEB gift card sales

There will be No MFISD funds used for this Spring Trip. The Marble Falls High School Band Boosters will be assisting the High School Band students in financial preparation for this trip.

Marble Falls High School Band
Branson, Missouri
March 12 – 16, 2012

Monday, March 12

- 8:00 AM Depart from **Marble Falls High School** on your motor coach and drive through to Branson Missouri. Dinner is on your own en route to Branson. (Approx. 630 miles)
- 9:00 PM Approximate arrival time in Branson, MO. Group will meet your **Tour Manager** & check into the **The Branson Towers Hotel**, 236 Shepherd of the Hills Expy. Branson, MO 65616 This hotel has an indoor pool and wonderful continental breakfast!

Tuesday, March 13 Today is your Performance Day

- 7:00/8:45 AM Continental breakfast served at the hotel.
- 8:45 AM Depart for **The Tracks Family Fun Park** @ Track 5 with your **Multi-day Pass** and begin enjoying go carts, Laser Tag and miniature golf.
- 11:00 AM Next stop is lunch **on your own** at the famous **Mel's Hard Luck Diner**, where your wait staff are aspiring Branson entertainers waiting to catch their break in the Branson entertainment scene.
- 1:00 PM Next stop is the **Tanger Outlet Mall** for some extreme shopping and fun.
- 2:30 PM Depart for your hotel to freshen up and prepare for your evening activities.
- 3:45 PM Depart for an early dinner at **Mcfarlains Restaurant** to eat before the show. (Performers dressed in performance attire.) (4:00 pm)
- 4:45 PM Group departs for the **New Americana Theatre** where the clinic begins promptly after unloading. (5:00 pm)
- 6:00 PM Concert Band takes center stage and begins sound & lighting check to prepare for their performance.
- 7:20 PM Pre-show performance begins.
- 8:00 PM Enjoy the **The Haygoods Production**.
- 10:30 PM Return to the hotel.

Wednesday, March 14

- 7:00/8:30 AM Continental breakfast served at the hotel.
- 8:30 AM Depart for a tour of **The Titanic Museum**. (8:45 am)
- 10:15 AM Depart for **Ride The Ducks**. (11:00 am reservation)
- 12:30 PM Depart for lunch (on your own) at the **Branson Music Mall**.
- 1:30 PM Depart for the **Hollywood Wax Museum**.
- 3:00 PM Return to the hotel to freshen up before your evening activities.
- 4:00 PM Depart for the **Dixie Stampede Dinner Show**.
- 4:40 PM Carriage Room pre show begins.
- 5:30 PM Enjoy the **Dixie Stampede Show**.
- 7:15 PM Depart for the **New Shanghai Theater**.
- 8:00 PM Enjoy the **New Shanghai Theatre** starring "The Acrobats of China".
- 10:00 PM Return to the hotel.

Thursday March 15

- 7:00/8:30 AM Continental breakfast served at the hotel.
9:00 AM Depart for **The Tracks Family Fun Park** @ Track 4 with your **Multi-day Pass** and begin enjoying go carts, bumper boats and miniature golf.
11:30 AM Depart for **The Branson Landing** in downtown **Branson**. *Lunch is on your own at The Landing.*
1:00 PM Shopping / Free time
3:00 PM Return to the hotel to freshen up before your evening activities. Enjoy the indoor pool.
6:00 PM Depart for the **Fall Creek Restaurant**.
7:15 PM Depart for the **Dick Clark American Bandstand Theater**.
8:00 PM Enjoy the **Legend in Concert** show.
10:00 PM Return to the hotel.

Friday, March 16, 2012

- 7:00-8:30 AM Continental breakfast served at the hotel.
8:00 AM Check out of the hotel. Chaperones are responsible for checking rooms for forgotten items and damage. Please collect all room keys at this time.
Depart for home.
9:00 PM Arrive at Marble Falls High School (pending stops)

Trip Includes:

Four nights accommodations in Branson, at a Deluxe Hotel

Four deluxe continental breakfasts

Branson On Stage Live! Performance package (Concert Band Showcase)

(Pre-show performance and Show!)

(Performance workshop)

(Performance Coordinator)

(Branson On Stage Live! T-Shirt)

(Trophy for each Group)

(Meal on performance day) **McFarlain's Restaurant**

Ride The Ducks

Titanic Museum

Hollywood Wax Museum Pick 4 (*includes "Castle of Chaos", "Hannah's Maze of Mirrors" & "Shoot for the Stars" mini golf*)

Dixie Stampede Dinner and Show

A second show at a BOSL participating theater (Acrobats of China)

The Tracks Family Fun Park (Multi day pass)

Fall Creek Restaurant

A third show at a BOSL participating theater. (Legend in Concert)

Security Guard at the Hotel

Tour Escort

School Improvement Plan (SIP)

LEA Name: Marble Falls ISD	Campus Name: Marble Falls High School
CDN:	Campus Number: 27904001
Date: 10/13/2011	Date SIP was Approved by Local Board: Pending Approval in 10-15-11

Section I: Area(s) of Low Performance and Target Groups

Identify the areas of low performance and each group not meeting the 2011 state standards (include all areas not meeting state standards without required improvement (RI)).

Marble Falls High School math scores were below state performance standards for the following student groups of Hispanic and Economic Disadvantaged (AEIS-9th-EXIT) and All Students, White, Hispanic and Economic Disadvantaged (AYP-10th grade).

Section II: Process for Evaluating Progress Toward Meeting Performance Standards

Describe the assessment process, rigorous TEKS-aligned instruments, and the measures that will be used to evaluate progress toward meeting performance standards. Example: administer curriculum-based assessments at the end of the first grading period; administer released assessment tests in December; administer benchmark tests at the end of the first semester.

MFHS will be using CSCOPE unit assessments, teacher developed common assessments, "TEKS Checks" and course grades to inform instruction and needed interventions. These will be developed and discussed during their weekly PLC meetings. Additionally, administrative walk throughs and peer-peer observations will also be used in providing instructional feedback to teachers. A math instructional coach, three math interventionists and a field service math specialist (Pearson) comprise the high school math team. Their primary role is to support instruction through facilitation of teachers' planning, developing assessments, analyzing data, fostering effective instruction practices such as incorporating rigorous instruction, ensuring curriculum alignment to the TEKS & SEs, deepening math vocabulary development, etc. They meet weekly to debrief their work with teachers and plan actions that are based on areas of both teacher and student needs and requests.

Section III: SIP Development

Performance Area Targeted	Major System Targeted	Components	Strategies, Initiatives, and Redesign	Evidence of Implementation	Evidence of Impact	Resources Required and Person(s) Responsible
TAKS	Parents_Community	Parent Education / Adult Education	A parenting skills book study on effective strategies for dealing with teenagers/adolescents is being implemented; Specific to math, the math interventionists will prepare "Math Home Activity Bags," in English and Spanish to be provided to identified at-risk students and their families. The bags will be touted at PTO meeting and school newsletter. Posting them on the campus website will also be done. Additionally, the interventionist will call parents weekly to update them on various math interventions and student progress.	Check out system will be used to ensure students and their families "do" the activity at home complete with parent signatures; Call logs will be maintained by the interventionists that reflect weekly progress student checks.	Common assessments scores; "TEKS Checks," course grades will be used to monitor student progress; parent feedback forms regarding effectiveness of the math activity bags activities while also asking for input for additional at-home support; website reflecting math home activities posted	Math interventionists, Math PLCs, Behavior Interventionists, Teacher(s); IT
TAKS	Student_Support	Response to Interventions (Rti)	9th grade math students who failed TAKS are provided an additional Algebra I math support class consisting of focused Algebra I interventions based on their individual student data. 10th and 11th grade students who failed math TAKS will be provided an additional math TAKS support class that provides smaller group/more time TEKS & SE* focused support. *Math TAKS support for 10th and 11th grade students will be focused on the TAKS assessed 8th grade TEKS & SEs, Algebra I TEKS & SEs (10th grade) & 8th grade, Algebra I and Geometry TEKS & SEs (EXIT).	Attendance logs are kept for the 9th grade math "lab" support class, "The Mathletes"; the 10th and 11th grade students are scheduled into math support (TAKS TEKS & SE targeted individualized support)	Students scores on common assessments, "TEKS Checks," grades and progress reports will be used to inform instruction and intervention support. Additionally, the math leadership team will review scores by teacher, grade level, specific TEKS & SE to	Math interventionists, Math PLCs, Teachers
TAKS	Academic_Support	Tutorials	"YALE- Youth Academic Learning Environment" student instructional EXTENDED DAY support staff by four core teachers who provide intervention and tutorials. YALE is offered four days per week from 4:00pm-8:00pm. Additionally, the math department in PLCs will design an extended day support system for students at-risk of failing the state assessment and/or failing the course. Many teachers are already providing in-class tutorials	In addition to the four core teachers providing support in YALE, math teachers will provide extended day support in small groups as needed.	Attendance logs are kept for the students attending tutorials and/or YALE. The student specific, TEKS targeted tutorials will reflect increased performance in grades, common assessments, "TEKS Checks" and classroom assessments.	Math PLCs, Math interventionists, Teachers

Performance Area Targeted	Major System Targeted	Components	Strategies, Initiatives, and Redesign	Evidence of Implementation	Evidence of Impact	Resources Required and Person(s) Responsible
TAKS	Instruction	Targeted Professional Development (PD) with Support	Kilgo Data Driven Decision-Making, Deconstructing the TEKS & SEs and Understanding Instruction through the "Assessment Lens" training was provided to the math team who in turn is re-presenting it to their math departments. Key units' lessons, activities and assessments in math will be aligned to the verbiage of the TEKS & SEs. This is the primary focus in planning and in developing of common assessments.	PLC "time" agends and notes from meetings will reflect intentional alignment practices using the TEKS & Ses to "match" the best lessons and assessments.	Binders will be developed representing redesigned, TEKS & SE aligned lessons and assessments from CSCOPE textbooks and other resources. Furthermore, discussions in PLCs focused on analyzing common assessments and "TEKS CHECKS" data to plan additional support will be seen in agenda notes.	Math PLCs, Math interventionists, Teachers
TAKS	Culture_Climate	Positive Behavioral Support	"No Place for Hate" (student self regulating behaviors) and other Positive Behavior support systems and programs in place for ensuring a safe and respectful environment.	PLCs will discuss implementation methods and successful practices that promote positive behaviors and decreased in stuent referrals. Notes form PLC meetings will reflect planning and debriefing.	Referral rates will be gathered and analyzed to see if their was a decrease based on teacher implementation of behavior and classroom management strategies.	Teachers, PLC teams, administrators, district shepherd, math interventionists
TAKS	Instruction	Collaborative Planning	"Late Start Wednesday" where teachers plan collaboratively in PLCs from 7:45am to 8:30am (students arrive 15 minutes late). Common assessments development and data analysis, in addition to other instructional planning and professional learning is part of every "Late Start Wednesday."	Teachers meet by content using instruction focused agendas to guide their meetings. Common assessments are to be developed during this time.	Sign in sheets, agendas, notes form meetings, goal setting sheets (i.e. SMART Goals); common assessments, TEKS Checks	Teachers, PLC teams, administrators, district shepherd, math interventionists
TAKS	Curriculum_Assessment	Assessment Development	Common assessments, "TEKS Checks" (based on the assessed curriculum) and/or CSCOPE unit assessments will be developed every 3-4 weeks. Data from the assessments will used to inform instructruction and instruction.	Teachers meet by content using instruction focused agendas to guide their meetings. Common assessments are to be developed during this time.	Sign in sheets, agendas, notes form meetings, goal setting sheets (i.e. SMART Goals); common assessments, TEKS Checks	Teachers, PLC teams, administrators, district shepherd, math interventionists
TAKS	Instruction	Integrated / Interdisciplinary	Added authentic literacy components (reading and writing) in math classes as a means of solidifying conceptual knowledge and understanding. i.e. Students (math journaling) writing their explanation of problem solving processes, relating pertinent math vocabulary(i.e. Frayer/four square graphic organizer), providing algorithms descriptions and using sentence starters (i.e. today I learned, I want to remember ____, I understood this probelm until ____, etc.) in summarizing key learnings will be integrated into lesson plans in addition to having students share their descriptions, processes and vocabulary in peer-peer interactive ways (turn and talk, pair share, think-ink-pair-share/solve-pair-share, etc.)	These strategies will be modeled by interventionists, learned and practiced by teachers in PLCs and added to lesson plans/in classrooms. Student writing samples	Student writing samples; grades, "TEKS Checks," common assessment scores; lesson plans; walk throughs; peer-to peer observations	Teachers, PLC teams, administrators, math interventionists
TAKS	Student_Support	Extended Learning Opportunities	Two additional math interventionists will be hired in October to provide intervention support for 10th and 11th grade at-risk students in an additional support class. Students will be identified by TAKS nonmasters. 10th and 11th grade students who failed math TAKS will be provided an additional math TAKS support class that provides smaller group/more time TEKS & SE* focused support. *Math TAKS support for 10th and 11th grade students will be focused on the TAKS assessed 8th grade TEKS & SEs, Algebra I TEKS & SEs (10th grade) & 8th grade, Algebra I and Geometry TEKS & SEs (EXIT).	Pre-assessments screener (Pearson Navigator) and raw scores on TAKS will be used to identify students in need of intervention. Targeted support will be provided to students and progress monitoring will be garnered by the interventionists daily on tasks and lessons.	Students scores on common assessments, "TEKS Checks," grades and progress reports will be used to inform instruction and intervention support. Additionally, the math leadership team will review scores by teacher, grade level, student specific TEKS & SE mastery	Teachers, PLC teams, administrators, math interventionists
Select One	Other	Select One				

Marble Falls Independent School District
District Improvement Plan
2011-2012

“In Pursuit of Excellence”



*Granite School House
1891*

Mission Statement

The mission of Marble Falls ISD is to inspire and empower all students to lead extraordinary lives and embrace the possibilities of the 21st century through relevant, engaging learning experiences led by inspirational and nurturing educators.

MFISD District Goals 2011-2012

- I.** *MFISD will* build strong, vital relationships within our diverse communities.
- II.** *MFISD will* embrace innovative applications of technology with primary focus on student immersion.
- III.** *MFISD will* cultivate opportunities for student participation that extend beyond the classroom.
- IV.** *MFISD will* ensure all students receive exceptional instruction through inspired learning experiences.
- V.** *MFISD will* promote personal wellness and healthy choices.
- VI.** *MFISD will* exemplify strength of character.
- VII.** *MFISD will* provide a safe and drug-free environment.

District Education Improvement Committee Members

Amy Jacobs, Chair
Assistant Superintendent of Academic Programs

School Personnel		Business, Community, and Parents
Melissa Fields – Administrator-at-Large	Leslie Baty – Non-Tchg. Prof. Elem.	Community –
Leslie Talamantes – Non-Tchg. Prof. Secondary	Susan Maughan – District Administrator	Community –
Angie Kramm – Classroom Teacher-at-Large		Parent – Norma Jean Jackson
Colt Elementary	Highland Lakes Elementary	Parent –
Cristi Graham	Shirley Baker	Business – Stacey Nash
Bea Jakubec	Maggie Garcia Deaver	Business –
Cindy Tripp	Susan Frambs	
Marble Falls Elementary	Spicewood Elementary	
Diane Arredondo	Cari Orts	
Michelle Northam	Jaime Reddock	
Erika O’Connor	Sonya Smith	
Marble Falls Middle School	Marble Falls High School	
Marti Futrell	Chris Delmas	
Megan Goodman	Joe Gordy	
Karmen Tindell	Jacob Taylor	
Falls Career High School		
Brenda Lusby		

Marble Falls ISD Board of Trustees

Rick Edwards – President	Dr. Kelly Fox – Trustee
Kevin Naumann – V. P.	Mike Savage – Trustee
Craig Mabray – Secretary	Karl Westerman – Trustee
Tommy Chaney – Trustee	

State Board of Education Mission, Goals and Objectives

The mission of the Texas public education system is to ensure that all Texas children have access to a quality education that enables them to achieve their full potential and fully participate now and in the future in the social, economic, and educational opportunities in our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of Texas and for the preservation of the liberties and rights of Texas Citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child. The objectives of public education are:

- OBJECTIVE 1: Parents will be full partners with educators in the education of their children.
- OBJECTIVE 2: Students will be encouraged and challenged to meet their full educational potential.
- OBJECTIVE 3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a diploma.
- OBJECTIVE 4: A well-balanced and appropriate curriculum will be provided to all students.
- OBJECTIVE 5: Qualified and highly effective personnel will be recruited, developed and retained.
- OBJECTIVE 6: Texas students will demonstrate exemplary performance in comparison to national and international standards.
- OBJECTIVE 7: School campuses will maintain a safe and disciplined environment conducive to student learning.
- OBJECTIVE 8: Educators will keep abreast of the development of creative and innovative techniques in instruction and administration, using those techniques as appropriate to improve student learning.
- OBJECTIVE 9: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

The academic goals of public education are to serve as a foundation for a well-balanced and appropriate education. The students in the public education system will demonstrate exemplary performance in the following:

- GOAL 1: The reading and writing of the English language
- GOAL 2: The understanding of mathematics
- GOAL 3: The understanding of science
- GOAL 4: The understanding of social studies

Goal I: MFISD will build strong, vital relationships within our diverse communities.

Performance Objectives: MFISD will support interactive parent, community and student partnerships; MFISD will support involvement by providing accessible avenues of communication to improve student performance.

Formative Evaluations: DEIC identified goals will be the focal point for monthly DEIC meetings. Goal I includes: *Sky Alert* and *Family Access* reports.

Summative Evaluations: DEIC Spring Survey – Parents, Students & Staff; DEIC Fall Staff Survey

√	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
	1. Maintain a volunteer program at each campus.	NA	Campus Principals	Fall 2011 – Spring 2012
	2. Continue to utilize the SkyAlert system to communicate weather alerts, school news and special events to families; add attendance notification.	District Budget Included in cost of Skyward	District/Campus Administrators	Fall 2011 – Spring 2012
	3. Review online registration process; implement changes as needed for upcoming school year.	Included in cost of Skyward	Technology Dept, C&I Dept, Campus Administrators	Spring 2012
	4. Maintain district website to include current/up-to-date/easily navigated information.	NA	District Web Manager, District Departments, and Campuses	Fall 2011 – Spring 2012
	5. Purchase and distribute <i>The Home and School Connection</i> newsletter for all students attending Title I schools.	Title I, Part A \$400	C&I Dept.	Fall 2011 – Spring 2012

6. Continue superintendent updates with stakeholder groups including city councils, service organizations and local news media.	NA	Superintendent	Fall 2011 – Spring 2012
7. Create and provide DEIC and CEIC training for all new members.	NA	C&I Dept, Campus Principals	Fall 2011
8. Host a parent orientation for the school year, scheduled at different dates for elementary, middle school, and high school to accommodate multi-sibling families.	NA	Campus Principals	Fall 2011
9. Provide tours of district facilities to interested community and business partners.	NA	DEIC Representatives and Administrators	Fall 2011 – Spring 2012
10. Recognize campus-level and district-level volunteers and mentors throughout the school year.	NA	District/Campus Administrators	Fall 2011 – Spring 2012
11. Maintain up-to-date volunteer liaison contact information and volunteer opportunities on campus and district websites.	NA	District Web Manager, Campus Administrators	Fall 2011 – Spring 2012
12. Offer transitional activities for all students in 5 th and 8 th grade to prepare for 6 th and 9 th grade.	District Budget \$500	C&I Dept, Campus Administrators	Spring 2012
13. Continue to communicate consistently with students, parents, community and business partners through the use of: <ul style="list-style-type: none"> • MFISD Website • Local News Media • Family Access/SkyAlert • Newsletters • Daily Announcements • District Twitter Accounts 	NA	District/Campus Administrators	Fall 2011 – Spring 2012

	14. Consider options for district volunteer liaison program for future implementation.	NA	C&I Dept, Campus Administrators	Spring 2012
	15. Provide a list of community resources available to parents and students through the district website and each campus office.	NA	Exec. Dir. Of Student Services, Campus Administrators	Spring 2012
	16. Provide parent awareness presentations on the TAKS to STAAR transition.	NA	C&I Dept, Campus Administrators	Fall 2011 – Spring 2012

Goal II: MFISD will embrace innovative applications of technology with primary focus on student immersion.

Performance Objectives: MFISD will embrace innovative applications of technology in order to achieve academic excellence in a 21st century learning environment.

Formative Evaluations: DEIC identified goals will be the focal point for monthly DEIC meetings. Goal II includes: District Technology Plan & STAR chart reports

Summative Evaluations: DEIC Spring Survey – Parents, Students & Staff; DEIC Fall Staff Survey, STAR chart reports, technology assessment results, professional technology proficiency reports

√	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
	1. Host a district-wide technology showcase with student and staff representatives from throughout the district	District Budget \$500	C&I Dept, Campus Administration	December 2011
	2. Implement the technology teacher cohort program on campuses throughout the district.	District Budget \$6000	C&I Dept, Campus Administration	October 2011 – May 2012
	3. Continue to increase the current computer-to-student ratio in conjunction with campus and district technology plans.	District/Campus Budgets \$40,000	Technology Dept, C&I Dept, Campus Administrators	Fall 2011 – Spring 2012
	4. Acquire and distribute online resources in the areas of secondary fine arts & elective courses offered by the district.	District Budget \$500	IT Coordinator, Advanced Academics Coordinator	Fall 2011 – Spring 2012
	5. Continue to increase utilization and understanding of online communication tools such as email, blogs and social networking sites (ex. Project Share).	NA	C&I Dept, Technology Dept.	Fall 2011 – Spring 2012

6. Provide training and guidelines to all staff on appropriate use of online communication tools.	NA	District/Campus Administrators, Technology Dept.	Fall 2011 – Spring 2012
7. Implement MFISD Professional Technology Proficiency Standards based on state standards of technology integration.	NA	C&I Dept, Campus Administrators	Fall 2011 – Spring 2012
8. Provide specialized training based on individual needs with the expectation that all staff will implement acquired knowledge into the teaching and learning process; trainings will be scheduled and implemented to align with MFISD Professional Technology Proficiency Standards.	District Budget \$5000	C&I Dept, Campus Administrators, Technology Dept.	Fall 2011 – Spring 2012
9. Continue to increase technology integration and productivity skills through routine campus and district level trainings and workshops.	NA	C&I Dept, Technology Dept.	Fall 2011 – Spring 2012
10. Update District Technology Plan to include a timeline for technology upgrades, basic hardware installation and the establishment of a technical support response system.	NA	Director of Informational Technology	Spring 2012
11. Conduct a district-wide technology inventory review in order to determine future needs.	NA	Coordinator of Instructional Technology, Director of Informational Technology	Fall 2011
12. Implement campus technology support model designating a lead tech representative (“tech rep”) on each campus.	NA	Coordinator of Instructional Technology, Director of Informational Technology, Campus Administrators	Fall 2011 – Spring 2012

Goal III: MFISD will cultivate opportunities for student participation that extend beyond the classroom.

Performance Objectives: MFISD will support student participation in areas outside of the classroom.

Formative Evaluations: DEIC identified goals will be the focal point for monthly DEIC meetings. Goal III includes: Extracurricular participation reports, SkyAlert reports

Summative Evaluations: DEIC Spring Survey – Parents, Students & Staff; Participation summaries

√	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
	1. Inform all students and parents of all district student participation opportunities through newsletters, announcements, websites and campus displays.	NA	District/Campus Administrators	Fall 2011 – Spring 2012
	2. Partner with civic organizations to provide service opportunities for elementary and secondary students.	NA	District/Campus Administrators	Fall 2011 – Spring 2012
	3. Continue to provide students opportunities to participate in events based on their interests such as: <ul style="list-style-type: none"> • Technology Showcase • Fine Arts Fairs/Shows • UIL Academic & Athletic Events • Challenge Labs (elem) • Science Fairs • Talent Shows • Destination Imagination • Campus Clubs/Groups 	NA	District/Campus Administrators	Fall 2011 – Spring 2012
	4. Utilize district student survey results to implement additional participation opportunities for students based on interest.	District Budget \$500	C&I Dept, Campus Administrators	Fall 2011 – Spring 2012

	5. Offer mentoring programs for students (i.e. PALS)	NA	District/Campus Administrators	Fall 2011 – Spring 2012
	6. Establish student-to-student mentoring at elementary campuses district-wide.	NA	District/Campus Administrators	Fall 2011 – Spring 2012

Goal IV: MFISD will ensure all students receive exceptional instruction through inspired learning experiences.

Performance Objectives: MFISD will provide targeted professional development to enhance individualized instruction; MFISD will use data and instructional best practices to increase the number of met standard and commended performance in each subgroup on the Texas Assessment of Knowledge and Skills (TAKS).

Formative Evaluations: DEIC identified goals will be the focal point for monthly DEIC meetings. Goal IV includes: Curriculum-based assessments, reports on professional development, Response to Intervention (RTI), mentor program and CScope online curriculum.

Summative Evaluations: STAAR, TAKS (grades 10-11), Telpas, PEIMS, AYP, PBMAS, AEIS, professional development evaluation and DEIC Spring Survey – Parents, Students & Staff.

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√	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
	1. Update District 3-Year Professional Development Plan to meet the current needs of staff.	NA	C&I Dept, Campus Administrators, DEIC	Spring 2012
	2. Provide ongoing instruction in the areas of reading, writing, math, science and social studies to support the transition to STAAR.	District Budget \$15,000 Title Funds \$20,000	C&I Dept, Campus Administrators	Fall 2011 – Spring 2012
	3. Provide STAAR training and informational sessions for students, staff and parents.	NA	C&I Dept.	Fall 2011 – Spring 2012
	4. Provide all teachers strategies of data-driven decision making (i.e. Kilgo training)	District Budget \$5000	C&I Dept.	Fall 2011 – Spring 2012
	5. Continue to provide New Teacher Mentor/Induction Program	Materials: <i>Mentoring in the 21st Century</i>	C&I Dept.	Fall 2011 – Spring 2012

6. Establish secondary level RTI committee for continuous improvement of district RTI process; update process in order to meet current needs.	NA	C&I Dept, Secondary Campus Administrators & Counselors	Fall 2011 – Spring 2012
7. Continue to offer summer professional development opportunities free to district employees; focus on technology integration and STAAR/EOC.	District Budget \$3000	C&I Dept.	Summer 2012
8. Conduct 2012 Administrator Academy for all campus administrators.	NA	District Administrators	Summer 2012
9. Expand district-level support for CScope curriculum and instruction through: <ul style="list-style-type: none"> • District Training • CScope State Conference • ESC Workshops 	District Budget \$3000	C&I Dept.	Fall 2011 – Spring 2012
10. Expand opportunities for staff usage of PD 360 online resources.	NA	C&I Dept, Campus Administrators	Fall 2011 – Spring 2012
11. Review current bilingual program to ensure program meets the needs of students.	NA	C&I Dept, Administrators and Staff of Highland Lakes and Colt Elementary	Fall 2011 – Spring 2012
12. Maintain 100% CScope alignment in all core areas district-wide.	NA	C&I Dept, Campus Administrators	Fall 2011 – Spring 2012
13. Provide ongoing support for implementation of new social studies TEKS to include professional development for new social studies TEKS.	District Budget \$500	C&I Dept, Campus Administrators	Fall 2011 – Spring 2012

14. Provide necessary training and resources to ensure students receive instruction in Science TEKS “gap” areas created by the transition to new science TEKS.	District Budget \$1000	C&I Dept, Campus Administrators	Fall 2011 – Spring 2012
15. Provide training to professional staff in innovative approaches to differentiated instruction (i.e. iCamp, iLearn)	District Budget \$5000	C&I Dept.	Fall 2011 – Spring 2012
16. Research and design an after-school academic learning environment at the middle school level for possible implementation in the 2012-2013 school year.	NA	C&I Dept, Secondary Campus Administrators	Spring 2012
17. Implement and follow an Advanced Academic Model at the secondary level targeting improving student performance and participation in the AP program.	NA	C&I Dept, Secondary Campus Administrators, Advanced Academic Improvement Team	Fall 2011 – Spring 2012
18. Provide opportunities for collaboration across campuses by grade level and subject areas	NA	C&I Dept, Campus Administrators	Fall 2011 – Spring 2012
19. Participate in the ESC Principal Network to support campus administrators in the areas of student instruction, drop-out prevention, discipline management, and general campus administration.	District Budget \$625	Campus Administrators	Fall 2011 – Spring 2012
20. Provide members of the district dyslexia team with ongoing training to best serve the needs of students identified for the district dyslexia program.	District Budget \$4000	Dyslexia Coordinator	Fall 2011 – Spring 2012

21. Continue to offer purposeful professional development opportunities based on the MFISD needs assessment and the MFISD Strategic plan adopted June 2010.	District Budget \$5000 Title Funds \$10,000	C&I Dept.	Fall 2011 – Spring 2012
22. Offer campus incentives for increased student and staff attendance in an effort to maximize learning opportunities for students.	District Budget \$20,000	Superintendent, Asst. Supt. of Operations	Fall 2011, Fall 2012
23. Recruit and retain highly qualified teachers for high need areas distributed equitably among campuses.	Title II, Part A, \$5000	HR Dept.	Fall 2011 – Spring 2012
24. Target each accountability subgroup’s performance on all TAKS tests with percentages below 90% with emphasis on TAKS to STAAR transition.	NA	C&I Dept, Campus Administrators	Fall 2011 – Spring 2012
25. Provide training meet the needs of students in the areas of GT, SPED, ELL &Bilingual.	District Budget \$2000 Title Funds \$5000	District/Campus Administrators	Fall 2011 – Spring 2012
26. Review the current human sexuality curriculum to ensure the current program best serves the needs of MFISD; make any recommendations for any program changes to MFISD Board of Trustees for approval.	NA	SHAC	Fall 2011 – Spring 2012
27. Provide middle school and high school students information about higher education, Texas grant programs, curriculum choices, higher education admissions, and financial aid in conjunction with <i>Education Go Get It!</i> Week	NA	Secondary Counselors	Spring 2012

	<p>28. Review current DAEP processes and procedures to ensure the program is continuing to best meet the needs of the district; implement necessary changes for improvement.</p>	NA	District/Campus Administrators	Fall 2011 – Spring 2012
	<p>29. Review current student transfer system to ensure the program is continuing to best meet the needs of the district; implement necessary changes for improvement.</p>	NA	District Administrators	Spring 2012
	<p>30. Expand CTE opportunities, with guidance from the CTE Advisory Committee, to address the following areas:</p> <ul style="list-style-type: none"> • Marketing the Pathway Instruction Process to students, parents and community • Development of student internships and work-study sites • Future development of state-of-the-art instructional facilities • Student assessment and certifications 	NA	District Administrators, CTE Coordinator	Fall 2011 – Spring 2012

Goal V: MFISD will promote personal wellness and healthy choices.

Performance Objective: MFISD will promote personal wellness and healthy choices to enhance student learning.

Formative Evaluations: DEIC identified goals will be the focal point for monthly DEIC meetings. Goal V includes: Food service dept. reports, wellness campaign reports

Summative Evaluations: DEIC Spring Survey – Parents, Students & Staff, Fitnessgram results

√	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
	1. Expand opportunities for staff to receive health information, support programs and in-services.	District Budget \$500	C&I Dept.	Fall 2011 – Spring 2012
	2. Promote healthy choices by offering nutritional food choices and healthy snack alternatives; limit non-nutritional snacks to one day a week at elementary campuses	NA	Campus Administrators & Food Service Dept.	Fall 2011 – Spring 2012
	3. Continue to offer wellness campaign for district employees; establish incentive award for campus with highest participation rate.	NA	District Wellness Coordinator	Fall 2011 – Spring 2012
	4. Continue to provide health and wellness information pertaining to student well-being to parents and caretakers.	NA	Campus Administrators & Campus Nurses	Fall 2011 – Spring 2012
	5. Implement current best practices in health instruction at the middle school level.	NA	C&I Dept. & MFMS Campus Administrators	Fall 2011 – Spring 2012

	6. Assess students in grades 3-12 physical education classes using the Fitnessgram testing program; provide results to parents/guardians at the end of the year	NA	C&I Dept, Campus Administrators & PE Staff	Spring 2012
	7. Update the food service component in the DEIC Spring Survey to solicit input for district managed food service department.	NA	C&I Dept.	Spring 2012

Goal VI: MFISD will exemplify strength of character.

Performance Objective: MFISD will promote strength of character to enhance student learning.

Formative Evaluations: DEIC identified goals will be the focal point for monthly DEIC meetings. Goal VI includes: reports on character education

Summative Evaluations: DEIC Spring Survey – Parents, Students & Staff

√	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
	1. Review character curriculum to ensure a uniform and aligned curriculum including developmentally appropriate strategies for grades PK-12.	NA	C&I Dept, Campus Administrators	Fall 2011 – Spring 2012
	2. Ensure character education visuals are displayed in every PK-12 classroom.	District Budget \$200	C&I Dept, Campus Administrators	Spring 2012
	3. Explore possibilities for student-to-student and community-to-student mentorships promoting positive character development.	NA	C&I Dept	Fall 2011 – Spring 2012
	4. Recognize and honor students who exemplify strength of character.	NA	District & Campus Administrators	Fall 2011 – Spring 2012
	5. Ensure all campuses prominently display character education visuals in common areas.	District Budget \$200	C&I Dept, Campus Administrators	Spring 2012
	6. Provide professional development in the area of character education.	District Budget \$250	C&I Dept.	Spring 2012 – Summer 2012
	7. Provide training to all professional staff on character education.	NA	Campus Administrators/Counselors	Fall 2011 – Spring 2012

Goal VII: MFISD will provide a safe and drug-free environment.

Performance Objective: MFISD will provide a safe, drug-free environment that supports student performance.

Formative Evaluations: DEIC identified goals will be the focal point for monthly DEIC meetings. Goal VII Focus includes: drug testing reports, and TBSI campus plans.

Summative Evaluations: Yearly drug testing report, final TBSI plans, and DEIC Spring Survey – Parents, Students & Staff.

√	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
	1. Implement ISS 2, an intermediary step between campus based ISS and off-campus EPIC.	NA	Campus Administrators	Fall 2011 – Spring 2012
	2. Perform monthly campus security walk-thrus.	NA	Asst. Supt. of Operations, Safe and Drug-Free Schools Coordinator	Fall 2011 – Spring 2012
	3. Implement strategies to decrease the number of special education DAEP/ISS placements.	NA	Exec. Director of Special Services, Campus Administrators	Fall 2011 – Spring 2012
	4. Continue to provide TBSI (Texas Behavior Support Initiative) program training and program implementation/support on all campuses.	NA	Exec. Director of Special Services, Campus Administrators	Fall 2011 – Spring 2012
	5. Provide curriculum and instruction for dating violence awareness and explanation of sexual abuse in accordance with Board Policy [FFH (LEGAL and LOCAL)] and Code of Conduct.	NA	Secondary Counselors, Health Teachers and Campus Administrators	Fall 2011 – Spring 2012
	6. Continue transition plans for students returning to home campuses from DAEP.	NA	Director of Special Services, Campus Administrators	Fall 2011 – Spring 2012

7. Continue to implement suicide prevention program approved by MFISD Board of Trustees.	NA	District Counselors	Fall 2011 – Spring 2012
8. Continue to follow the MFISD Safety Plan including procedures to ensure no harm to self or others (i.e. bullying, suicide, threats of violence)	NA	District/Campus Administrators, District/Campus Counselors	Fall 2011 – Spring 2012
9. Provide updated information to address unwanted physical and verbal aggression, sexual harassment, and other forms of bullying in schools, on school grounds, and in school vehicles. [FNC(LEGAL and LOCAL)] and Code of Conduct.	NA	District/Campus Administrators, District/Campus Counselors	Fall 2011 – Spring 2012
10. Provide information to increase staff awareness of issues regarding sexual abuse of children and warning signs of sexual abuse.	NA	Counseling Coordinator, District Crisis Counselor, Director of Special Services	Fall 2011 – Spring 2012
11. Update and distribute MFISD Crisis Management Plan to all campuses and departments.	NA	Safe and Drug-Free Schools Coordinator	Fall 2011
12. Utilize the Raptor system of visitor identification at all campuses.	Raptor System	Campus Office Personnel	Fall 2011 – Spring 2012
13. Establish a bullying prevention review committee to investigate bullying prevention programs and make recommendations on any changes or additions needed to MFISD current bullying prevention plan.	NA	C&I Dept, DEIC	Fall 2011 – Spring 2012

**Fund Totals
2011-2012**

SOURCE	AMOUNT	DESCRIPTION
Title I, Part A	\$796,920	Education for the disadvantaged
Title II, Part A	\$128,301	Teacher professional development, recruitment and retention
Title III, Part A (LEP)	\$51,668	Education for students with Limited English Proficiency (LEP)
State Comp. Ed.	\$2,489,418 (85% required to be for direct instruction)	State money to be used for at-risk students

Glossary of Terms

AP	Advanced Placement
CEIC	Campus Educational Improvement Committee
CScope	Curriculum utilized by MFISD for K-12 core subjects; supported by Region XIII ESC
CTE	Career and Technical Education
DAEP	District Alternative Educational Placement
DEIC	District Educational Improvement Committee
ELL	English Language Learner
EOC	End of Course Exams; replacing TAKS for grades 9-11 (transition set to begin with 9 th grade class of 2011-2012)
ESC	Educational Service Center
ESL	English as a Second Language
ISS	In-School Suspension
PALS	Peer Assistance and Leadership Service
PD 360	Online professional development program; individualized development available on-demand
RTI	Response to Intervention
SHAC	School Health Advisory Committee
STAAR	State of Texas Assessments of Academic Readiness; replacing current assessment system 2011
TAKS	Texas Assessment of Knowledge and Skills
TEKS	Texas Essential Knowledge and Skills
TBSI	Texas Behavioral Support Initiative
UIL	University of Interscholastic League

A misty forest scene with trees in autumn foliage. The trees are tall and thin, with some showing vibrant orange and yellow leaves. The ground is covered in fallen leaves. The overall atmosphere is soft and ethereal.

MARBLE FALLS ISD
SPECIAL SERVICES

2011

DR. SUSAN
MAUGHAN



The great redwoods of California are one of the beautiful natural wonders of North America.



These giant evergreens can grow to a towering 300 feet tall and live for hundreds of years.

For all their magnificence, one would think the redwoods would require a deep root system to keep them upright.



Instead they have roots that spread out along the surface of the forest floor to capture all of the moisture possible, intertwining with the roots of the other redwoods in the grove.



The interlocking roots securely support and sustain these giant sequoias when storms strike and fierce winds blow.



The trees' survival depends on the combined support of one another...



We become strong together, and
like the giant redwoods, we keep
growing taller.



Brenda Ratliff



DEDICATION



Disability Services

- Special Education
- §504 Services
- ADA Services



Staff Services

- **Campus SPED Coordinators**
- **Speech and Language therapists**
- **Licensed Specialists in School Psychology**

CONTRACT RELATED SERVICES

- **Physical Therapy**
- **Occupational Therapy**
- **Orientation & Mobility**
- **Adaptive Behavior Analysis**
- **Music Therapy**
- **Visual Impairment Teacher**



Assessment TEAMS

- **Assistive Technology**
- **Autism**
- **Play-based Assessment**



Additional Supports

TBSI - JAKE

(Texas Behavior Support Initiative)

Bilingual & RTI - ALEJANDRO

(Response to Intervention)

CRCG - GERALD

**(Community Resource
Coordination Group)**



Individual Support

- 1-1 Teacher or Paraprofessional assistance with a child



TRANSITION TRAINING FACILITY



- **STARTED CONSTRUCTION OCT. 1, 2010**
- **COMPLETED JULY 2011**
- **OPEN HOUSE AUGUST 26, 2011**

Future Goals

- Coordinate with other districts - Lake Travis, Lago Vista, Llano
- Consider a partnership with Burnet
- Complete connectivity, a storage building and the hike and bike trail

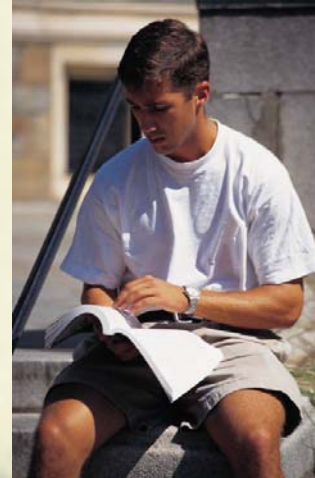


LIFE Music Class at the High School under the direction of Bryce Gage



Changes for 2011 -2012

Lowered the age of transition planning to 14



New for 2011

- Eligibility for Mental retardation changed to Intellectual Disability (ID)



Assessment of Students with Disabilities (2011 - 2012)

USDE Requirements for the Assessment of Students with Disabilities	State Assessments
General Assessment (with or without accommodations)	STAAR includes (Accommodations in format) NO STAAR ACCOMMODATED
Alternate assessment based on modified academic achievement standards (2%)	STAAR- Modified (STAAR-M)
Alternate assessment based on alternate academic achievement standards (1%)	STAAR-Alternate (STAAR-Alt)



GOALS FOR 2011

- Increased academic rigor and depth of knowledge
- Strong Communication with Parents
- Strategies to Promote Positive Behavior
- Responses to Special Education Interventions

TO: Board of Trustees
Dr. Rob O'Connor, Superintendent
FROM: Vicki Crouse, Human Resources Manager
DATE: October 17, 2011
RE: PERSONNEL

Recommendations

None at this time.

FOR YOUR INFORMATION ONLY

Employment Agreements

Amy Taylor	4 th Grade Math/Science - HLE	new position
Cinthia Hall	3 rd Grade Bilingual- HLE	replacing Leslie Talamantes

RESIGNATIONS

PROFESSIONAL

None at this time.

PARAPROFESSIONAL

None at this time.

NEW HIRES

PARAPROFESSIONAL

Jennifer Dykes	AP Secretary – HS	replacing Kris Neill
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**RECOMMENDATION FORM
TEACHER AND PROFESSIONAL EMPLOYEES**

Name: Cinthia Hall Grade/Subject area assignments: 3rd Grade Bilingual
ELA/Social Studies

New position: No Replacement for Leslie Talamantes who is transferring to the
High School Grant Project for Mr. Eric Penrod.

Background information to the board:

Degree held: BA College/University: University of Texas-Arlington

Years of experience: 1 Is this person fully certified in Texas: Yes

Does this person meet NCLB highly qualified for this position (yes or no): Yes

How does this person meet highly qualified? EC-4 Generalist and Bilingual
Education Supplemental-Spanish EC-4

**Brief background on candidate: Cinthia worked last year as a 2nd grade Bilingual
teacher at Bramlette Elementary School in the Longview Independent School
District.**

References and their comments:

Name: Vernessa Gentry	Title: Principal-Bramlette Elementary School
-would hire her again	-punctual
-bound to be a teacher	-never seen a first year teacher as organized
-smart	-never wrote a referral

Name: Sharon Prince	Title: Field Supervisor-ACT Houston at Dallas Alternative Certification Program
-wonderful	-takes initiative
-takes care of students	-followed curriculum
-created own templates for supervisor	-organized

Michael Pittard 09.29.11

Principal/Administrator's signature Date

**RECOMMENDATION FORM
PARAPROFESSIONAL/AUXILIARY EMPLOYEES**

Name: Jennifer Dykes Grade/Subject area assignments: AP Secretary

Coaching or other assignments: N/A

New position OR replacement for: Kris Neill

Background information to the board:

Degree held: BS in Business Admin. College/University: University of Phoenix

Years of experience: 21 Is this person fully certified in Texas: (yes or no)

If no, please justify

Brief background on candidate: Mrs. Dykes moved to the area from California in 2006 to be closer to family. She has over 21 years experience as an administrative assistant.

References and their comments:

Name: Samuel Fink Title: Professor-Geffen School of Medicine-UCLA

Jennifer is certainly one of the best employees that I have ever had. She is extremely intelligent, helpful, responsible, and punctual.

Name: Carol Hogg Title: Jennifer was an exceptional employee. She was dependable and always looking for additional work. Very well liked!

Name: Wendy Bingham Title: Registrar-MFHS Jennifer is a very well liked and highly thought of person. She will be a perfect fit at the high school



October 7, 2011

Principal/Administrator's signature

Date